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ABSTRACT

In an effort to help colleges and universities meet the needs of the growing portion of the adult American population seeking postsecondary education, this handbook provides guidelines for the establishment of adult career centers. Although not prescribing a single model or instructing in counseling techniques, the handbook defines overall goals and objectives, provides a framework for planning, generates ideas, identifies choices, indicates strategies and sequences that have worked for others, and suggests practical solutions to common problems. Eight chapters address these areas: (1) objectives; (2) services and methods for offering them; (3) career materials collection planning and accumulation; (4) facilities planning (including a floor plan of an existing center); (5) planning and selection of staff; (6) finance, and the integration of budget and program planning; (7) marketing goals and methods; and (8) program evaluation. Sample checklists, reports, outlines, and budgets are included throughout. (MSE)

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ADULT ACCESS TO EDUCATION AND NEW CAREERS

A Handbook for Action

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Editor

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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WHAT IS FDLS?

The Future Directions for a Learning Society (FDLS) program is a major effort toward the realization of a learning society in the United States. The program focuses on improving access and transition for learners, which has been the College Board's role in education for more than 75 years. By building on recent Board programs that have increasingly focused on adults, the program extends this historic role to include assistance to adult learners and to the diverse agencies, institutions, and organizations that provide learning opportunities for them.

Funded by the Exxon Education Foundation, FDLS develops consensus and support for strategies, services, and policies that can best meet current and projected needs of participants and providers in a learning society. To this end, the program solicits and relies on the participation of professional people in the field, public policymakers, and the larger community. A major purpose of the Exxon grant is to promote the mobilization of additional funds and other resources necessary for major initiatives in this developing field. The initial grant supports the project's planning and management, the identification and design of service areas, the review and analysis of public policy, and the publication of relevant materials.

The program produces projections of future trends, information about the needs of learners and providers of educational opportunities and resources, policy recommendations, and services. The program is engaged in finding better ways to gauge the needs of learners, in identifying the problems institutions face in meeting learners' needs, in strengthening learning opportunities, and in increasing public, professional, and political understanding of the field. A chief focus of the program is to demonstrate promising new approaches and specific services.

ACKNOWLEDGMENTS

This *Handbook* is the major product of a recent College Board project which established adult career information centers at two postsecondary institutions. Project staff and others in the field of adult career counseling gave us much assistance during the design and preparation of this publication. We wish to take this opportunity to thank the following people.

Members of the project's Advisory Committee played an instrumental role in the initial design of the *Handbook* and in determining the special information needs of key audiences. We appreciate the guidance given to us by Jean Campbell, Robert Campbell, Jeannine Green, Vivian Guilfooy, Laura Johnson, Mildred Nichols, Carolyn Parker, Paula Robbins, Paul Sharar, Nancy Schlossberg, Andrew Souerwine, Barbara Bloom, William Murphy, and L. Steven Zwerling.

Vilma Allen and Ronald Janoff, directors of the project's adult career centers at Fairfield University and New York University, respectively, were very helpful in identifying the critical steps and information necessary for those who wish to set up centers in other locations. Their practical advice was important to us in shaping the content of the *Handbook*.

We are very appreciative of the advice given to us throughout this project by Henry Brickell, President of Policy Studies in Education. His involvement as formative evaluator during the creation of the *Handbook* was extremely important to ensuring a practical and useful guide for others to follow.

Michael Brainerd contributed much to our early plans and expectations for the *Handbook*. He reviewed and analyzed the current operations of centers nationwide and drew implications from these other experiences for our purposes. Most importantly, he gathered the advice of practitioners who had set up similar centers for improving our own thoughts and plans.

In the early stages of the project, Mary Lou Powell was very helpful in sharing her extensive knowledge of adult career counseling. This information was used to delineate some of the major objectives and activities of the centers.

Marsha Davis Ullman contributed much assistance throughout this undertaking. Her management and research talents were invaluable to the success of this entire project.

The conscientious efforts of the manuscript editor, Marie Van Loan, are greatly appreciated.

Finally, we are grateful to the director and staff of the Office of Career Education, United States Office of Education for allowing us to pursue our best thinking in regard to adult career information needs and prepare this *Handbook* for others who wish to serve adults through centers as described in these pages.

Carol B. Aslanian
Harvey B. Schmelter

FOREWORD

For several years, the Future Directions for a Learning Society (FDLS) program of the College Board has searched for ways to help colleges and universities meet the needs of current and potential adult learners in their communities and on their campuses. A most important service for doing this, we have concluded, is to provide information and advice which adults can use to make better decisions about their careers and further education. We proposed and were awarded, by the United States Office of Education, a grant to design and develop adult career information centers which colleges and universities could operate.

We chose to focus these centers on career-related services for adults, and to establish them as a part of colleges and universities for the following reasons.

First, adults today are facing more and more transitions in their careers. As they enter new jobs, advance in their current jobs, take on new responsibilities to keep up with their present jobs, or even change careers, we can expect an increasing demand for assistance and direction along the way.

Second, many adults turn to colleges and universities as a means for furthering their education in order to meet career goals and

expectations. As an association that has been serving colleges and universities for more than 75 years, the College Board is in an excellent position to lend its expertise and support to the establishment of adult career centers at colleges and universities, in particular.

In reading this *Handbook*, you will notice that the authors of the chapters focus their discussions on centers that are sponsored primarily by colleges and universities. Keep in mind, however, that the proposed guidelines may also be applicable to adult career centers that can be established in other locations such as the public library, community-based agencies, churches and synagogues, employment sites, and so forth.

We believe that this *Handbook* can be a major contribution to the field of adult career guidance. It is designed to help those who desire to improve existing career center activities as well as those who plan to create centers for the first time. We hope this *Handbook* will give some helpful guidelines for ensuring success in meeting the career and educational needs of interested adults in a particular region or community.

Carol B. Aslanian
Project Director

INTRODUCTION

Carol B. Aslanian

In a College Board national survey of adult career counseling needs, we reported that nearly 40 million Americans were or anticipated being in a state of "career transition."* These adults reported a need for many types of career services in order to make successful transitions in their careers. They were most interested in information services, particularly those which focus on jobs, careers, and educational opportunities. They were also intent on relating this information to their own career plans. These findings are similar to those found in state and national surveys of adults who repeatedly expressed strong interest for career information.

Most relevant to this *Handbook* and its guidelines for establishing adult career centers in postsecondary institutions was the finding in the Board's national survey that 60 percent of adult Americans planned to seek additional education to prepare them for career entry and advancement.

Further, the number of adults in this

country seeking education is growing twice as fast as the number of adults in the total population. The report *Americans in Transition: Life Changes as Reasons for Adult Learning* estimated that 60 million adults 25 years of age or older were involved in some form of learning activity each year.† More than half of these adults were learning to prepare for changes in jobs or careers. This report, which is based on a Future Directions for a Learning Society (FDLS) survey of close to 2,000 adults, gives new insights about the causes and timing of adult learning.

Colleges and universities can help meet

*Arbeiter, Solomon, Carol B. Aslanian, Frances A. Schmerbeck, and Henry M. Brickell, *40 Million Americans in Career Transition; The Need for Information*. New York: College Entrance Examination Board, 1978.

†Aslanian, Carol B., and Henry M. Brickell, *Americans in Transition: Life Changes as Reasons for Adult Learning*. New York: College Entrance Examination Board, 1980.

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She also served as director of the project which resulted in the development of this Handbook.

the need among adults for career information and advice. These institutions are in a good position to provide career-related services for the millions of adult Americans in career transition, many of whom turn to continuing education as a means for making the transition successfully.

The question is, how do we go about providing such services? To answer it, FDLS, supported by a grant from the Office of Career Education, United States Office of Education, cooperated with New York University and Fairfield University in designing models of adult career centers to assist adults in career and education planning. This *Handbook* reflects many of the experiences gained from the demonstrations at these two universities. The *Handbook* is also based on research previously conducted on existing centers, advice from an advisory committee, and contributions from practitioners in the field.

The material in the *Handbook* is not intended to be a definitive blueprint but rather suggestions and advice from those who have established adult career centers to those who intend to do so. Specifically, the *Handbook* can be useful to practitioners as they set up their own centers. The *Handbook* does:

- Define overall goals and objectives.
- Provide a framework for planning.
- Generate ideas.
- Identify choices.
- Indicate strategies and sequences that have worked.
- Suggest practical solutions to common problems.

The *Handbook* does not:

- Prescribe a single model.
- Tell you how to counsel adults.
- Lock you into one philosophy, methodology, or set of materials.
- Substitute for talent, energy, or ingenuity.
- Substitute for knowing your clientele, community, and institution.
- Eliminate the necessity for teamwork.

The *Handbook* is primarily intended as a guide for developing new centers, but it can also be used to improve existing centers. Experienced practitioners may find in it some new insights as well as confirmation of what they are already doing. Work through it, sketching out your plan for an ideal adult career center. The *Handbook* can help in planning and in locating resources to bring reality closer to your ideal.

The eight chapters deal with the following areas:

Chapter 1. Objectives. Objectives, or statements of intent and purpose, guide you, the adult career center director, in developing specific programmatic activities; suggest standards by which to measure success; and specify the center's intended effects on potential clients, the sponsoring institution, and the community at large. In this opening chapter, Vivian Guilfooy outlines a process for setting objectives and presents examples to guide your thinking. She describes procedures for proposing objectives, assessing needs, drafting and reviewing tentative objectives, and setting priorities.

Chapter 2. Services. Barbara A. Bloom focuses on the counseling, informing, and training activities which your staff may provide. The chapter helps you define your target population and discusses the kinds of support, information, and skills such a population might need. It then addresses specific methods and techniques for meeting client needs—for example, individual and group counseling, workshops and seminars, independent study, audiovisual materials, and computer programs.

Chapter 3. Career Materials Collection. The plan outlined by Gurley Turner is a step-by-step method for creating a career materials collection that will provide up-to-date, comprehensive information and support the career counseling services of the center. Steps discussed range from initial planning and selection of materials through technical library processes, staffing, equipment, and audiovisual materials. An extensive bibliography at

the end of the chapter suggests three core collections for three different budgets.

Chapter 4. Facilities. Where will your center be located? What will it look like? What furniture and equipment will it need? These are some of the questions Harvey B. Schmelter addresses in this chapter. Locating space for the center on campus or in the community, designing it, and getting it ready for use are discussed. A sample floor plan of an existing center is included.

Chapter 5. Staff. "The image of the center presented to the institution, to the community, and to the designated clientele will be the result of the particular blend of knowledge, skills, values, and beliefs held by the staff," says Marilyn D. Jacobson, author of this chapter. Following a detailed description of staff responsibilities and competencies, she addresses the processes of recruitment, interviewing, and core staff selection, and then goes on to discuss staffing for center expansion. She outlines a 12-part in-service training curriculum and concludes with a suggested approach to staff performance appraisal.

Chapter 6. Finances. Integration of budget planning with program planning is the critical principle of Juliet F. Brudney's discussion of finances. The five sections of the chapter—Obtaining Funds, Producing Revenue, Obtain-

ing Grants, and Fundraising—treat budgetary matters in a down-to-earth, common sense manner, and provide illustrations.

Chapter 7. Marketing. Harvey B. Schmelter discusses four general marketing and public relations goals: developing and maintaining awareness of the center, promoting the center to the community, promoting the center to the sponsoring institution, and attracting people to use the center's services. The chapter also details promotion methods for achieving the goals, including meetings, presentations, printed materials, and the use of mass media.

Chapter 8. Evaluation. It is essential to know whether the objectives you set are realistic, whether the services you offer are pertinent, and whether the staff you have hired is effective. Henry M. Brickell discusses how to evaluate 10 typical services so that changes and improvements can be introduced as needed. To evaluate the center as a whole, data are gleaned from sample entry, exit, and follow-up interviews. The principles and techniques illustrated can be endlessly adapted to suit varying needs and circumstances.

The project staff worked with authors in developing the topics to be included in the *Handbook*; however, the content and views expressed are those of the authors.

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OBJECTIVES

Vivian Guilfooy

What are your objectives in setting up an adult career center? The way in which you establish such objectives and how you apply them will be the major factor in determining the success or failure of all your efforts in this pursuit. Furthermore, the funding agency will require them and observers and astute critics will ask about them. Objectives will inform and guide or come back to haunt their authors.

Many people overlook or omit this important part of program development in favor of "getting on with it." If you've already been involved in adult career center activities, please don't skip this chapter; rather, use it to help you set new objectives or revise current ones.

This chapter outlines a process for setting objectives and presents examples to help guide your thinking. We begin by describing, in general, what objectives should do and the kinds of objectives a program manager should consider. This is followed by a procedure for

proposing objectives which includes assessing needs, drafting tentative objectives and reviewing them, and setting priorities. Table 1 (page 14) illustrates the process.

Before beginning the process, there are a number of important themes you should bear in mind.

Begin with a mix of objectives. Some should be broad and idealistic in nature while others will tie you to narrow goals, timetables, and client services. A little of both, especially at the outset, seems reasonable. You must not be mundane, for that will fail to inspire those who should be inspired. You must not be too philosophical or theoretical either, as that can incur the wrath of practitioners who must translate the theories into action.

Be specific about what you intend to do. The more specific you are, the easier it will be for people to judge the performance of your adult career center. The clearer you are, the easier it will be for people to understand your intent. Setting up false expectations can

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damage an effort before it has an opportunity to materialize.

Think big, even though you may ultimately end up with very modest objectives. Look at the difficult issues as well as the easy ones, the large problems as well as the small ones. Open your mind to new ideas and initiatives.

Share the task. Find some friends or friendly critics to work with you during the initial stages of setting objectives.

View the task as an opportunity to explore the various needs, perspectives, attitudes, and actions of those who might use the center, as well as those of practitioners and policymakers who can affect the development and maintenance of the center.

Avoid stereotypes. It's easy to group people, services, and community groups in traditional and stereotyped ways. Instead, approach groups whose cultures or backgrounds are dissimilar to yours with a fresh outlook.

Don't spend so much time on this phase that you never move forward to implementing the ideas. Set the goals; then plan to come back to strengthen, add to, or change them as needed to meet the needs of your evolving programs.

You are likely to be at the beginning of a new adventure. Treat it as such, rather than as a burden.

WHAT IS THE PURPOSE OF OBJECTIVES?

Tell People and Organizations About the Aims of the Center

Objectives, as statements of intent and purpose, describe what you intend to accomplish. Who will find such objectives important or interesting? The audiences are many and diverse: potential clients; individuals in your sponsoring institution; representatives of business, industry, and labor; and community-based organizations, some of which may be potential contributors to your endeavors. To communicate with all these constituencies, you must begin with basics.

A rule of thumb is to use the simplest

language possible—that is, words that can be understood by all. Avoid jargon if at all possible. When you use it for practical reasons, however, be sure you know what it means and can explain it to people who ask. Program managers and practitioners alike often assume that words have the same meaning to everyone. Take the term “assertiveness training” as an example. How often do people interpret that to mean angry young women pursuing careers, status, or power in an aggressive manner? With a few more words to define it in your context, however, assertiveness training means a program to help women present themselves more effectively and confidently when they are seeking or working in a job. By defining terminology you are likely to encourage your clients to communicate effectively with others, which should be one of your objectives.

New initiatives, centers, projects, or special events often “bring out the press,” whether they are covered in a sponsoring institutional newsletter, community weekly, or major city daily. When the reporter asks, “What do you mean by this objective?” you should be able to answer by saying, “It means exactly what it says.”

Serve as Reference Point for Center Development

Objectives should guide program managers and advisers to develop the specific programmatic activities of the center related to services, materials, facilities, finances, marketing, and evaluation. Each objective will suggest appropriate alternatives, deadlines, timing, and costs. For example, if a center is to provide leads to specific jobs, you must consider the personnel who will handle this function—a job developer with professional experience and an assistant who makes contact and maintains a file using techniques set up by the adult career center director. Some other factors to consider are, How often will job leads be collected (daily, weekly, monthly)? How will the information be delivered to clients (posted or in weekly seminars)? What is the cost of the operation? As you proceed

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down the developmental path to implementation, your objectives should provide a base from which all who are involved can work.

There will be a time in your center operations when everything seems to be in chaos, an inevitable state of most new projects (and some old ones as well). That is the point at which to review your objectives to reconfirm your general goals and directions, make changes, or pinpoint objectives that are no longer valid. This review will also allow you to test whether what you are doing either supports or is counterproductive to your objectives. (See Chapter 8, Evaluation, for procedures.) Remember, it's always easier to make a change when you know where you are going and how your actions are either helping or hindering.

Serve as Guide in Measuring Success of Center

Clearly stated objectives suggest appropriate standards for you and others to measure your success. If your objectives are too broad or general, they will provide no clues regarding the criteria, quantitative or qualitative, by which you are willing to be judged. Criteria may be absolute numbers (e.g., serve 20 clients per week; place 100 people in an educational program within the sponsoring institution) or priority distributions (e.g., 20 percent of all technical placements will be women; 50 percent of all special-focus workshops will deal with job changes). Criteria might focus on content (e.g., a resume for each participant who walks into the center looking for a job) or the quality of effort (e.g., place 50 percent of all job seekers in trade and technical jobs in the private sector with entry wages equal to or more than \$4.50 per hour). Such data-supported objectives can serve as a basis for future press releases and be a powerful means of expressing what you do to the public.

INTENDED EFFECTS OF CENTER ACTIVITIES

Objectives should focus on what you expect others to achieve as a result of your endea-

vors. An adult career center is likely to affect the clients, the sponsoring institution, and the community at large.

Client

Before trying to decide what your clients will accomplish, you must think about who they might be. Potential clients of a career center can come in many shapes, sizes, and ages, and have as many needs, intentions, career expectations, and future orientations as you might wish to define. However, there are some helpful ways to think about important client dimensions.

Imagine a multidimensional matrix. Along one axis are some very simple demographic variables such as sex, age, race, ethnic background, educational level, presence of children in the household, and work history. (You can sense immediately the diversity of the potential groups.) Now add another dimension—the client's current place in the career development process. For example, the client may be choosing a career for the first time; wishing to do an appraisal of skills, abilities, and interests; going back to school to take a course or get a certificate of some kind (such as a GED, high school diploma, college degree); seeking help in overcoming obstacles to career and educational pursuits; seeking a first job; trying to move up the occupational ladder; desiring a job change; leaving a job; or wanting to make more productive use of leisure time.

A third dimension on the matrix considers the needs of special populations—that is, people whose particular life circumstances complicate the process of career development. A number of the groups that have been singled out in recent years for special efforts and recognition include the displaced homemaker, disenfranchised youth, women pursuing occupations in male-intensive careers, veterans, immigrant populations with limited English-speaking ability, and single teenage parents.

Preparing such a matrix will help you not only appreciate the complexity of the client populations but also pinpoint those groups you may wish to serve. You will never again

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think in terms of serving women only or youths exclusively, for instance.

In addition to types of clients, you must consider numbers. How many can you handle per day? Per week? Per year? What assumptions can you make about the number who will need little or no help from your staff? The number who will need one or more individual counseling sessions? The number who will participate in group functions as well as seek individual help? How many will return to the center or be one-time users only? Will you encourage walk-ins or insist on advance scheduling? (Planning for client flow with some regularity may be far more effective than trying to serve a high volume of clients and consequently serving no one well, especially in the initial phases of center operations.)

The next question is, What can a client achieve as a result of spending time in the center? In answering this question it is likely that you will identify a series of objectives that certain groups of clients can expect to attain. It would be wishful thinking to expect the clients to attain all the objectives you set.

The first point is to consider what the client will *learn*. Some of the outcomes include an understanding of abilities, interests, values, and goals; facts about career trends, opportunities, requirements, and realities; information about available education and skill training opportunities which are routes to careers; information about sources of help in career-related problem areas such as financial support, recognition and handling of discrimination, child care, and testing.

The next factor to consider is, What will the client do as a result of the intervention? The client may make a decision about pursuing a career area or educational program; develop career plans that reflect goals; arrange for child care, transportation, or other kinds of assistance required to pursue the next phase of career exploration; initiate actions (e.g., call a public agency or institution of higher learning for more information); schedule an appointment to talk with resource people; enroll in an institution or register for a specific program; develop a resume; conduct a job search; apply for a job; go on an interview; get a job.

The third point is to consider how the client will feel about the services you are providing. What *attitudes* will emerge? Will the client demonstrate positive feelings about what is possible to accomplish, confidence in his/her abilities and plans, feelings of self-worth, and the ability to communicate this positive self-image to others? What behavioral evidence will support the client's positive (or negative) attitudes?

Sponsoring Institution

Now consider the possible effects of the adult career center on the sponsoring institution. A number of these effects are likely to please the institution. One is *increased enrollments*. The sponsoring institution may view your center as a vehicle to recruit additional students, students who differ from the existing population, or students who can fill a new and developing department. If you can increase enrollments and meet the needs of selected center clients, this objective has double impact.

The adult career center also may have a positive influence on *interdepartmental cooperation* by providing services to present students and alumni, and it may act as a catalyst in bringing together members of various departments. For example, career placement services, departments of guidance and counseling, libraries, divisions of continuing and adult education, and alumni offices often serve one or more career development needs of both presently enrolled students and graduates. The center can become a focal point for serving these needs and provide specific career-related services to several sponsoring institutional departments. Moreover, in becoming a referral source for these departments, the center may help to reduce the duplication within a sponsoring institution and more effectively meet the common or shared needs of the student body.

The center can also serve as a *resource for the staff* of the sponsoring institution. The data base of an adult career center can be used in many ways: For human services and psychology (e.g., statistics about women and their current and former status in the labor

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market). For economics (e.g., the employment outlook by occupational categories; trend analyses in employment). For law (e.g., affirmative action; equal employment opportunity; reverse discrimination; legislation; rulings on disability and pregnancy; class action suits and current litigation). For liberal arts (e.g., how they relate to careers, and whether they should relate to careers). For noncredit general programs (e.g., the necessity for math in trade and technical occupations; skills acquired in filmmaking and their applicability to the world of work; exploratory experiences which can be used to test out basic trade skills). For admissions counselors (e.g., ways to avoid subtle stereotyping in course selection).

The adult career center may yet have another effect—that is, to *produce additional sources of revenue* for the sponsoring institution. (This is highly unlikely during the first several years of operation.) Such revenues may accrue from government contracts, grants from foundations, and special endowments to provide special community services.

Finally, an adult career center's objectives may *enhance the image of the sponsoring institution*. The center can become a critical arm of the institution, reaching out and responding to its own as well as new populations and groups. If the center is perceived as performing its function and serving clients well, the sponsoring institution also will get credit. Although the center may be small in comparison, it can still be extremely effective in highlighting the values, thereby reflecting positively on the sponsoring institution as a whole.

Community

No matter how community-based a sponsoring institution may be, there are many people outside of it who will know nothing about what the adult career center can offer the public. This suggests thinking about the objectives for another major constituency on which the center can have an impact—the community. Impact on the community generally parallels that on the sponsoring institution.

First, the adult career center can be a *resource for potential users*. Neighbors like to hear about what is happening in a local college, technical school, or university, and they may offer critical comments. Although they may not initially consider it relevant to them, they will be curious about its rationale and services. Frequently, they will tuck away this information for future reference.

Second, the adult career center may become a *source of up-to-date information* on careers and on the needs of those who are engaged in career development. One of the best indicators of success is hearing your own rationale about the need for the center's services being voiced to you by others—whether they be colleagues, clients, or people on the street.

Finally, the adult career center can become *part of a community-based network* of sponsoring institutions and agencies serving the career-related needs of adults. It can provide services to other “service providers,” such as forums for employers or counselors from CETA, secondary schools, colleges, and community social rehabilitation offices; and, its clients can be exchanged with other human service practitioners.

PROCEDURE FOR PROPOSING OBJECTIVES

The task now is to develop a pool of objectives and narrow it down—that is, to figure out those groups which have the most common and greatest needs. For a fortunate few of you, this will be a clearcut and direct process. For the majority of you, however, it will be necessary to generate and then flesh out the ideas you determine should be implemented.

Two guiding principles must be followed in order that you carry out this phase of setting objectives effectively:

1. Think big but write modestly.
2. Don't be trapped by stereotyped thinking about who can help you in setting your objectives.

The section below discusses how to assess the needs of the groups of people in your

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community. Sometimes it will be impossible for you to include all the groups and their needs in your center's program, but it is recommended that you at least obtain as much information as possible and consider all of it. If you eventually reject a particular group, at least you can be certain and will be able to prove that this group was considered. And you will be satisfied that your rejection was based on some strong ideas and sound rationale.

Assessing Needs

Begin your research at home. Check out studies that your sponsoring institution has conducted on the nature and needs of the students, community demographics, and career information services currently available. Find out what liaisons have already been established in the area of career development and career information. If someone has developed useful information, try to obtain it.

Conduct simple surveys. Another way of assessing the needs of students and alumni is to conduct simple surveys. (See Chapter 8, Evaluation, for methods.) You can, for example, post people outside classrooms to poll students as they enter or leave; have faculty administer short questionnaires to all students in selected classes; mail surveys to alumni through existing mechanisms established by your sponsoring institution (if there aren't any, initiate steps to start one). Whatever technique you use, make sure you know in advance how you intend to use the information and are able to properly analyze the volume of data produced by the surveys.

Reach out to nonstudents and other unaffiliated groups. For example, you may reach residents in low-income housing through tenant organizations; construction workers and apprentices through unions; displaced homemakers through CETA and women's centers; and reentry women through the YWCA, PTA, or League of Women Voters.

A special word of caution: A survey of need provides a useful starting point for documenting the level and type of interest in

an adult career center, but it does not necessarily follow that people will avail themselves of your services and take action. They may refrain from taking action until they see what is happening, or hear about it from "official" spokespersons or from people whose opinions they value or trust. Therefore, be conservative in making predictions based on survey findings.

Keep abreast of current events. Read the newspapers regularly with an eye toward the career development needs of various groups and the world of work and learning. Get the names of local leaders and, based on what they say, make a list of those you think are likely to support your center as well as those who might not. You will need to contact the prospective supporters later on.

Look at the work of others. To get some ideas for objectives, reread the Introduction to this manual as well as the publications listed in Books for Planners at the end of this chapter. These readings highlight the latest research on why there is a need for adult career centers, what prompts people to invest their time in using them, and what these centers can do to address human needs.

Inquire about and visit other centers. Learn about what some exemplary centers are doing and their clients. This information will provide clues, ideas, and suggestions. It will also confirm some of your ideas about the direction to follow. The references in Networks of Information and Contacts later on in this chapter will lead you to people, ideas, and existing pools of objectives which have been generated by professionals working in the area of career development for adults. Call or write to some of the people who are listed as resources. People like to talk about their programs and will be glad to send you materials. You'll probably gain many valuable ideas from their experiences.

Drafting Tentative Objectives

By now you are likely to have a pool of ideas. You also probably have some firm

OBJECTIVES

convictions about objectives. Now what? You are to put them in writing. As is, they are still rather tentative and probably imperfect. Do not worry about the form in which they are expressed; instead, concern yourself with these questions:

Is the objective clear?

Can it be measured?

Will the clients understand its meaning?

Can it be observed?

Does it promise utopia or only a few realistic and beneficial services?

A Sampling of Tentative Objectives (pages 8 and 9) is provided here to help you in writing your objectives. As you will see, some of the objectives relate specifically to women clients who want to expand their career options, but many of them are applicable to all populations of clients at this or any center.

REVIEWING DRAFT OBJECTIVES

Now is the time to test out your ideas. You will want to screen them yourself and with others.

Screening Ideas

Place yourself in the role of center director and ask yourself the following questions: Do the objectives address my concerns? My needs? My sense of priorities? What is missing? Are the objectives feasible? Do they reflect the needs of the various groups I would be interested in serving? Do I want to be held accountable for these objectives? Would I be willing to draw pay only if I demonstrate that I have achieved the objectives?

Now place yourself in the role of a trustee of your sponsoring institution, a depart-

ment chairman, an employer, a union official, a professional counselor, a client, a reporter, or a political leader. How would each of these people evaluate each objective? This exercise will identify high and low points, large gaps, problems, and questions. Recognize the questions, but do not expect to answer all of them yet. Others can help you do it as you move into the next phase of reviewing your draft objectives.

Testing Objectives

This will probably not be your first entry into the community. In assessing needs you undoubtedly have talked with a number of helpful people. In this discussion we propose how and with whom you should establish contact and what questions you might ask.

Initiate Contacts. To begin the process, you may wish to prepare a one-page working paper outlining your objectives. Draw on your known and friendly contacts for the initial visits. These meetings will allow you to test out your objectives as well as alert you to any problems in the way you are presenting your center. Someone who is willing to be in touch with you, but who also knows that you're just beginning, can be extremely valuable in helping you take the first step. (See Networks of Information and Contacts below.) On the other hand, it is equally important to force yourself to talk with as many new persons as familiar ones in each sector. People often resist approaching the unknown, but you will soon be asking people who use your center to do just that. You should be a model for overcoming such resistance.

Schedule your appointments by telephoning first, then confirm the appointment by a letter. If you can't reach the parties, send the working paper with a cover letter asking them to call you to arrange an appointment. If they don't call, persist in calling them.

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A Sampling of Tentative Objectives

What You Want to Do: Help women achieve economic independence and equality

EFFECTS ON THE CLIENT

What Will the Client Learn?

- Describe labor market realities for women—the prospects and the problems.
- Define male- and female-intensive occupations, apprenticeships, unions, line-staff relationships, on-the-job training, external degree study, basic opportunity grants.
- List occupations at skilled, technical, and professional levels in nontraditional occupational areas.
- Describe qualities of self which are required in male-intensive occupations.
- List four new occupational areas never considered before.
- Dispel selected myths about women and work.
- Cite examples of sex stereotyping in employment.
- Identify sources of information to contact for more data about the realities of working in male-intensive environments.
- State if and how departments in the sponsoring institution can help achieve career goals.
- Describe ways to conduct a job search.
- Identify at least one local consumer/advocacy group for women.

How Will the Client Be Affected?

- Verbalize talents, job potential, weaknesses, goals.
- Make career decisions and solve career-related problems (use case studies).
- Explore nontraditional skills through hands-on activities.
- Evaluate self by taking self-directed interest inventories and mechanical aptitude tests.
- Take at least one step in pursuing career goals—for example:
 - Enroll in a free exploratory course.
 - Enroll in a program.
 - Have a conversation with a nontraditional role model.
 - Use center information resources to answer a set of questions.
 - Attend seminars sponsored by the center.
 - Engage in volunteer work related to nontraditional jobs.
 - Write a resume and cover letters; complete applications for nontraditional jobs.
 - Take a nontraditional job.

What Attitudes Will the Client Develop?

- Express confidence and self-worth; reduce conflict about goals.
- Feel better about self.
- Develop "positive" body language (e.g., work on establishing eye contact when speaking to people).
- Identify fears, hopes, and constraints (e.g., fear of success, competing with men, child care) which can prevent goal achievement.

(continued)

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A Sampling of Tentative Objectives (continued)

How Will the Adult Career Center Affect the Sponsoring Institution?

- Increase enrollment of women in traditionally male-intensive technical and professional areas.
- Reduce stereotyped thinking about women and nontraditional occupations, which will affect several departments.
- Reduce sexism and/or occupational segregation in classes.
- Initiate exploratory programs (e.g., prevocational trade and technical skills; "math anxiety" courses for women).

How Will the Community Be Affected?

- Become a resource to employers and unions for qualified women interested in moving into non-traditional occupations.
- Become a reliable source of information to potential clients about the experiences of women in nontraditional jobs.
- Help the private sector in developing new employment opportunities and career ladders, and in filling affirmative action guidelines (e.g., in construction and apprenticeships).

NETWORKS OF INFORMATION AND CONTACTS

American Association of Community and Junior Colleges (AACJC)

One Dupont Circle, Washington, DC 20036
(202) 293-7050 Dr. Roger Yarrington

Referral information on exemplary career centers in two-year colleges. Sourcebook, *Career Education in Community Colleges*, describes 75 outstanding programs.

Adult Career Advocates Project, School of Education

Northwestern University, Evanston, IL 60201
(312) 492-3736 Dr. Marilyn Jacobson

Research on adult career services and staff. Referral information on exemplary centers, individuals, and organizations. *Interim Report* (1979) lists centers.

B'nai B'rith Career and Counseling Services

1640 Rhode Island Avenue NW, Washington, DC 20036
(202) 857-6590 Dr. S. Norman Feingold

Referral information on 20 field offices involved in all types of career counseling. Publications.

Catalyst (National Headquarters)

14 E. 60th Street, New York, NY 10022
(212) 759-9700 Ms. Jeannine Green

Center of a national network of organizations serving women's career needs. Referral information on exemplary resource centers. Publications.

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Clearinghouse ADELL Informatics, Inc.

6011 Executive Boulevard, Rockville, MD 20852
(800) 638-6628 (301) 770-3000 in Maryland

Information on federally funded adult education projects (mostly basic education and secondary school). Referral to centers, projects, and organizations.

Displaced Homemaker Network, Inc. 755 8th Street NW, Washington, DC 20001 (202) 747-0522 Ms. Cynthia Marano

National network of organizations serving displaced homemakers.

League of United Latin American Citizens (LULAC) National Education Service Centers 400 First Street NW, Washington, DC 20001 (202) 347-1652 Mr. Loring Henderson

Field centers and network of contacts in regions with major Hispanic communities.

National Center for Educational Brokering 1211 Connecticut Avenue NW, Suite 400, Washington, DC 20036 (202) 466-5530 Dr. Francis U. Macy

National network of educational and career information centers. Referral information on exemplary centers, individuals, and organizations. Annual directory of centers.

National Self-Help Resource Center 2000 S Street NW, Washington, DC 20009 (202) 338-5704 Ms. Susan Davis

A technical assistance and information broker specializing in mobilizing community resources, community resource centers, and creation of networks for exchange of information and mutual support.

If it is not possible to arrange for a personal interview, try a telephone interview; structured properly, this can yield the same information. The least fruitful approach is to send a request by mail and expect people to return written comments to you. In short, make it easy for people to respond to you.

Before we describe who to see and what to ask, keep in mind the following points:

- Don't assume you must have all the answers before you begin; instead, be honest about the fact that you expect to learn more in this process. You will be pleasantly surprised at some of the

new combinations and information you discover.

- People like to see their input reflected in a final product. If someone has already done the work for you, use it; there is no point in reinventing the wheel.
- When someone says it can't be done, ask why, without being defensive about your efforts and plans. If the plans are subject to change, treat them as such, even though you may be an ardent advocate of one or another of them.
- Be prepared to do some educating. You may have to enlighten people who are

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working under false assumptions about certain groups of people and their career development needs.

- Assume that everyone you will meet is busier than you. This, of course, is probably untrue. In any case, place the burden of the effort on yourself and go to them. If you let people know you are seeking their help, they will come through!

Meet with your contacts. Important sectors include the business world, education and training providers, career-related or other supportive services, and potential clients. The specific people you choose to see in each sector will depend on the pressing questions you have. For example, if you want information on the clarity of your objectives, ask potential clients; on the comprehensive nature of your objectives, ask theoreticians and professionals in the area; on the feasibility of your objectives, ask program managers and practitioners who must implement programs; on their measurability, ask an evaluator.

Never assume that a particular sector will be disinterested, unsympathetic, or unhelpful. Experience bears out the fact that new relationships, alliances, working partnerships, and commitments are quite possible. Your decision at the outset to reject one or another sector will restrict the range of ideas and choices you will have to offer.

Become familiar with the work sector. This sector is represented by employers, unions, workers, and professional and trade associations. Within the employer group, you find business and industry, large and small, union and nonunion, in all occupational areas. Be sure to select employers in promising or high demand occupational fields in the locale. There are many sources of such information. The U.S. Department of Labor, in particular, publishes regional and local information, much of which is available free or at low cost from the Government Printing Office (GPO). CETA programs, sponsored by the Department of Labor, are mandated to collect specific and detailed information on the labor

market and employment statistics for various subgroups in order to justify their programs. Private industry councils (PIC), established by CETA, identify key individuals in the private sector. Your local chamber of commerce and federation of labor groups can usually provide you with detailed information and lead you to spokespersons for various occupational areas.

Try to talk with employers of professional, blue-collar, and technical personnel; with on-line supervisors of professional or blue-collar workers; and with the workers themselves—that is, if it does not interfere with the operations at the work site. Meet with professional and technical or trade associations, as their representatives can speak for large groups of constituents and “match” their objectives with yours. Also look toward groups which intersect with employers, such as a Commission on the Status of Women, a League of Women Voters subcommittee, or other groups which might highlight employment data and issues as a part of their reporting activities.

Call upon education and training providers. Your sponsoring institution offers an important resource of these experts. Who are the key individuals whose commitment is needed for you to proceed to a next step in planning? Is someone already working on a similar program within the sponsoring institution, and will this person's involvement be an asset to the center? Find out who might be opposed to such a center. Learn who the resisters are, and engage them in the process from the beginning; in the long run, they could turn out to be allies. Count on students and alumni as important resources in this review process. You may wish to use some of the same people who participated in the needs assessment to serve as reviewers.

Other education and training providers in your community at various levels, both public and private, are also resources. Choose representatives from different levels and specialties—e.g., from ABE, GED, high schools, postsecondary technical and trade schools, colleges and universities, and continuing education programs. Administrators, special stu-

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dent services personnel, and faculty from the academic and vocational disciplines are also excellent resources.

Don't overlook other providers of training and education in the community. For example, government-supported special programs such as CETA; Educational Opportunity Centers (EOC), which provide educational counseling to adults; special workshops provided by independent groups; union apprenticeships; on-the-job training within private companies; courses offered by community agencies—all can link with your center.

Investigate other career-related services. Within any given community there are agencies, institutions, and special programs which attend to the career-related needs of adults. These include, for example, adult and child care; career information; consumer and legal assistance; personal counseling; financial aid; subsidized training; job placement; services for the mentally, emotionally, or physically handicapped; services for women; testing services; transportation; volunteer work. Some of these programs may already exist in the sponsoring institutional setting (e.g., testing services), but many are provided by specialists working in housing, employment, rehabilitation, health, child care, welfare, and justice.

Reach out to the unaffiliated potential client. So far we have described individuals who are affiliated with one group or another. The most difficult people to reach are *not* affiliated with any specific group, however. In these cases, you may wish to capitalize on the various mechanisms already set up within your sponsoring institution. For example, you may want to mail notices for registration to local residents, asking them to call and speak with you or an assistant about the idea of a center. (Be prepared to answer the calls.) You might also arrange for a roundtable discussion with the people who call in. Such a discussion must be handled by a facilitator who will make the participants feel comfortable and ensure that one person does not dominate the discussions.

Questions to Ask

Testing your objectives can yield a tremendous amount of information and be one of the most exciting parts of program development. This part of the process will bring you in touch with many contacts and potential clients with different perspectives and priorities. You can obtain reactions, an inventory of current services utilization, leads to potential clients, human and material resources, commitments and support, and a clear recognition of the problems you may face.

What is the reaction to your plan? What do people think about your objectives and plans? Do they confirm your initial insights and impressions? What suggestions would they make? If they were in your place, what would they add, change, or discard? Are the objectives and plans relevant to local needs? If not, how could they be applied?

How can community resources be utilized? It is easy for people to make generalizations about the availability of community services but difficult for them to specifically authenticate them. Off-the-cuff remarks such as "Oh, that's already been taken care of by such and such" frequently indicate that people are under the impression that a particular program already exists to take care of certain needs—when in fact the program was never created or was created to serve other needs.

One way to gain insight into already existing resources and people's awareness of them is to send out a questionnaire to residents in the community and educators and students at your institution, and ask them to complete it and return it to you. We suggest that you enumerate the following question several times with a blank space for the people to list their answers. "If I were a _____ and needed _____, where could I go for help and assistance?" Depending on the types of clients and their needs, you might fill in the blanks with "If I were a housewife with no office skills and needed a job..." or "If I were a minority with poor

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English-speaking skills and needed a safe place to live. . . ."

How can I reach potential clients? This review can serve as a recruitment device. Ask your contacts how you could help the people they serve. Would they refer clients to you? Who would the contact person be? What is it about the contacts that attracts and interests the people in their groups? Ask if you might talk with some of the people in their groups to find out if they'd be interested in using the services of a center. What do they see as good or bad about the proposals of your center? How could the center help them? For example, your center may be open at a preferred time of day (no evenings), cost of services may be less than at comparable programs, day care may be available, and the center may provide placement assistance.

Who are valuable resources? You may need to call upon members of the community to help you select a site for the center. Community residents and personnel at the sponsoring institution are also an invaluable resource for speakers and role models of programs you plan to implement, for testing services, for tours, for publishing printed information, and for other kinds of advice.

Where do I find "significant others"? Community leaders and certain government and political officials may be interested in or support one or another phase of your effort. Ask your contacts for suggestions about other people you should be talking with about the center. Can you use their names in making these contacts?

Who will support the center? Funding or in-kind contributions, the enthusiasm of community people, contributions to the design of the center, and political support will all be invaluable to your center. Build a file on your potential supporters. You shouldn't lose any of them.

It is to be expected that initiating campaigns for financial support will yield some very negative comments and concerns. Issues may revolve around competitiveness, "turf,"

stereotyping of your center, questions about whether a center in an institution of higher learning is too insular; skepticism as to your competency to serve a broad range or certain kinds of clients, and so on. Such criticisms may be legitimate or a reflection of bias. It is best to confront them with a positive frame of mind and view them as challenges to be tackled. We suggest that you be a strong advocate of your proposals; but, if you realize an approach is totally inappropriate, then drop it. If an objective has already been accomplished, either drop it or be sure to have clear justification for pursuing it further.

The process of reviewing objectives can go on forever. When do you close the loop? The answer is simple: when you run out of time and patience, or when you begin hearing the names of the same people or the same programs mentioned over and over again. At this point you must refine your objectives and set priorities for accomplishing them.

SETTING OBJECTIVES AND PRIORITIES

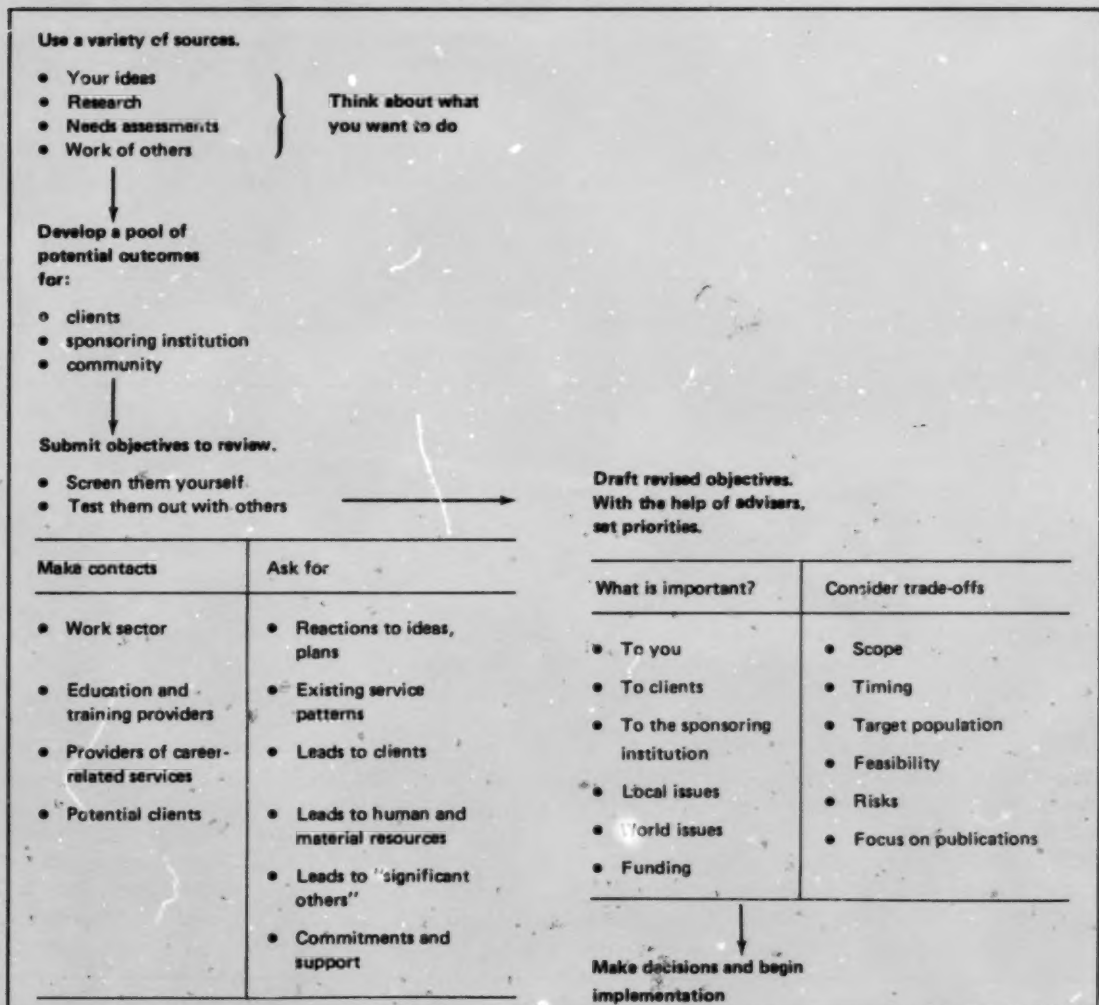
It is now time to put the pieces together, regardless of how stimulating or exhausting the field work has been. The discoveries you've made should help to identify a sound set of objectives. However, it's quite likely that you can't do it all. You must establish priorities among objectives in order to distinguish the most from the least significant. (See Table 1 for a schematic representation of the objective-setting process.)

Advisory Panel

An advisory panel is often a great help in setting priorities. First, define the composition of your group. In general, you'll want to use some of the people whom you've met during your field work and whose opinions you respect (even if they don't agree with you). Be sure to include a representative from your sponsoring institution who can be your advocate. If possible, also include representatives from the sectors described earlier: work, education and training, supportive services,

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Table 1. Developing Objectives



and potential clients. Select the panel on the basis of expertise as well, and mix the levels: policymakers, practitioners, experts, and prospective clients. Decide on a manageable size. A maximum number of 10 is recommended.

Next, set the requirements for participation and advise the members accordingly. For example, obtain their agreement to become part of a working group at x number of meetings, to complete certain assignments prior to the meetings on their own, or to

provide ratings in writing. If you wish to involve people who can't meet with the panel, identify alternative ways to have them provide their input and make comments (cassettes, memos, and so forth).

Planning the Agenda

Setting priorities may take more than one session. Ask the panel members to examine

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the pool of objectives in advance of the first meeting. Then have them evaluate each objective according to the criteria which are important to you. Suggested points are listed below:

- *Will the objective address what you want?* That is, the professional and personal values you hold?
- *Will the objective address what the clients say they want?* Answers should be based on needs assessment data as well as experiences of the panel members.
- *Will the objective address the values and climate of the sponsoring institution?* Does the objective support current sponsoring institutional objectives? Does it build on them? Or, does it act as a catalyst to help move the sponsoring institution in some new directions? Is the sponsoring institution willing to experiment with new ideas, groups, or programs presented by this objective?
- *Will the objective address local issues of concern?* Does the objective fulfill the needs of employers in high technology who are looking for people in selected occupational areas? Do people entering postsecondary schools lack basic educational skills? Is the community experiencing growth in its non-English-speaking populations? Is there a lack of skilled labor? Is outmigration of youth a problem in the community? Is there a lack of opportunity for reentry into work or education?
- *Will the objective address world issues?* These include affirmative action; new careers for women in male-intensive occupations; sex equality; managing the two-career family; poverty and the teenage parent; productive use of leisure time; the transition from work to retirement; educational and employment opportunities for special-need populations; and last, but certainly not least, programs that are being funded.

Develop a rank ordering of the objectives. A high-priority objective would be one which

most panel members as well as clients want, the sponsoring institution approves, is compatible with the current community concerns, and is being funded by some outside resource.

Trade-offs. Next, the panel must consider a series of trade-offs to further delineate priorities for operation. These trade-offs are itemized below:

- *Scope.* Do certain objectives deal with major problems while others concern minor issues?
- *Timing.* Which needs must be met immediately? Which can be classified as long-term?
- *Initial target populations.* Which groups of clients are most in need of the center? Who are the most ready for help? Which groups are yet to be served?
- *Feasibility.* Which objectives are the easiest to accomplish as opposed to the most difficult?
- *Anticipated success.* Which objectives have the highest probability of success? The highest rate of risk?
- *Focus and breadth of service.* Which objectives require the establishment of one service as opposed to more than one? Which objectives must be applied to one population only as opposed to several?
- *Publicity.* Which objectives should receive high visibility as opposed to a low profile?

There are no easy answers here; the advisory panel must decide which tradeoffs are most appealing and feasible for your center. Decisions are likely to reflect the particular biases of your particular setting. For example, some sponsoring institutions are known for and count on large-scale research and demonstration projects; others begin small, build on past experience, and expand only after the practice and services are stabilized and there is ample evidence of success.

Large centers, if well-supported, have the flexibility to be innovative and to have breadth as well as depth in operation; if not managed well, however, they become confusing and in-

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effective, providing little or no service to their clients. Some small programs garner the support needed to bring in volunteers and other resource people at little cost; increase the quality in service and the demand; and provide the basis for expanded investment by the sponsoring institution, outside funding sources, or client fees. Serving unaffiliated groups with special needs can be very appealing but difficult to do; serving only the easy, ready populations within an institution may draw criticisms of "creaming" the population.

One thing is definitive—whatever the mix of populations and programs, you must carry out your program successfully. Nothing will close a center faster than failure. Be ready to demonstrate success in some if not all phases

of your efforts (or at least have the odds in your favor). In agreeing on the priority of objectives and the trade-offs, the group will have defined the key objectives and identified others that will need to be postponed until a later date or thrown out altogether. A few of the selected objectives will be out of touch with the rest because they address other priorities on the list.

You now have a beginning point that is based on solid information, input, and reality. With this foundation you may now move on. Good luck. As you progress in developing your center, return to this chapter again and use it to reevaluate and refine your objectives and actions.

BOOKS FOR PLANNERS

Arbeiter, Solomon, Carol B. Aslanian, Frances A. Schmerbeck, and Henry M. Brickell, *40 Million Americans in Career Transition: The Need for Information*. New York: College Entrance Examination Board, 1978.

Findings of a survey of adults in career transition. Examines the type of career transition services desired by individuals and the manner in which these services might be most effectively delivered. Order from College Board Publication Orders, P.O. Box 2815, Princeton, NJ 08541.

Aslanian, Carol B., and Henry M. Brickell, *Americans in Transition*. New York: College Entrance Examination Board, 1980.

Findings of a nationwide survey of American adults. Offers an explanation of what causes an adult to seek learning and examines the implications of these findings to providers of educational opportunities, information and counseling centers, and public policymakers. Order from College Board Publication Orders, P.O. Box 2815, Princeton, NJ 08541.

Campbell, Robert, ed., *Perspectives on Adult Career Development and Guidance*. Columbus, Ohio: National Center for Research in Vocational Education (NCRVE), 1979.

Contributors write on theory, public policy, barriers and facilitators, program planning and implementation, organizational perspectives, program staff, and evaluation. Order from NCRVE, 1960 Kenny Road, Columbus, OH 43210.

Career Education Project. Series of Manuals: 1. *Attracting Clients to Service-Oriented Programs*. 2. *Designing and Operating a Career Counseling Service for Adults*. 3. *Establishing and Operating a Career Resource Center for Adults*. 4. *Developing Career-Related Materials for Use with and by Adults*. 5. *Integrating Research and Evaluation into the Operation of Service-Oriented Programs*. Newton, Mass.: Education Development Center, 1975.

Order from Education Development Center, 55 Chapel Street, Newton, MA 02160

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Cross, K. Patricia, *The Missing Link: Connecting Adult Learners to Learning Resources*. New York: College Entrance Examination Board, 1978.

Builds the case for career information as the key to better access for adults to educational resources. Based on a comprehensive review of state need assessments and policy studies. Order from College Board Publication Orders, P.O. Box 2815, Princeton, NJ 08541.

Erikson, Richard, and Georgia Olp, eds., *A Model for Developing and Operating an Adult Career Guidance Center*. Tucson, Ariz.: University of Arizona, 1978.

Emphasizes counseling procedures and resources, especially the training and supervision of paraprofessional counselors. Order from Arizona Center for Educational Research and Development, College of Education, University of Arizona, Tucson, AZ 85721.

Heffernan, James M., Francis U. Macy, and Donn F. Vickers, *Educational Brokering: A New Service for Adult Learners*. Syracuse, N.Y.: National Center for Educational Brokering, 1976.

Discusses problems in developing and operating adult educational information and counseling centers. Order from National Center for Educational Brokering, 405 Oak Street, Syracuse, NY 13203.

Jacobson, Marilyn D. *Adult Career Advocates Training Project: Final Report*. Evanston, Ill.: Adult Career Advocates Project, Northwestern University, Grant No. 7-0695-0, Department of Education, Dept. of NOW, Special Services and Continuing Education Program, 1979.

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SERVICES

Barbara A. Bloom

Who are your clients? What do they need? What techniques are available to meet their needs? How do you decide what counseling services to offer, whether to create credit or noncredit workshops, when to refer clients to other services in the community and when to develop your own, or which services to offer as soon as the adult career center opens and which to put into effect later on? The answers to these questions will depend on your analysis of the total situation and your objectives.

This chapter focuses on the counseling, informing, and training activities your staff may provide. You need to know about the probable and intended clientele; the funding and site of the center; and the size, skills, and interests of the staff, as well as alternative resources for services in the locale and your sponsoring institution's and community's needs for an adult career center. Most importantly, you must know the needs of your intended clients. The selection of services will stem from your judgment of how to best meet the needs of the center's potential users.

WHO ARE THE CLIENTS?

Clients will come to the adult career center from a variety of backgrounds and will have special interests and needs. The main objective of your center will be to guide these people through at least one of the three stages of their career planning and development: choosing a career, reexamining current and past work experience as well as areas of interest and ability, and changing a career.

Choosing a career for the first time is a central concern for many clients. The 18-year-old out of high school, the 22-year-old college student, the 35-year-old woman seeking paid employment for the first time, and others who have not previously sought regular employment all share certain things in common. Frequently, these people are afraid of making the wrong choice and are uninformed about options. To help them in choosing a career, you must assess whether they feel positive about themselves; if they see themselves as having a job or a career; and whether internalized sexism, racism, and classism seem to be restricting their career choices. The degree of

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positive self-image will affect the ease with which clients deal with the career issues they are facing.

Those clients who are *reexamining their current and past work experiences* may have various needs. Is one client hunting for a way to change his position or status within his immediate work environment? Is another wondering whether or not she can restructure her current position without having to seek a new job? Is someone else interested in moving up within the company but not sure how to go about it? Is a client looking for support and information to help him change his occupation and find employment in another career? Are other clients looking for ways to enrich their lives outside of their workdays?

People wanting to *change careers* have some of the same needs as those entering the work world for the first time. Many clients need support and encouragement to make a difficult career step while others need help in assessing their values, interests, and skills. Some have difficulty identifying training or employment situations. Career changers need not necessarily comprise people who are seeking a change in the "careers" prescribed in the traditional job market. For example, a woman who is reentering paid employment after a long period in the primary role of homemaker can be considered to be changing a career ("reentry women"). And, people currently retired or facing retirement might also be viewed as changing careers.

As you develop services in your adult career center to respond to people's career-related needs, you may also find it necessary to examine the reasons for your clients' work and educational choices or changes. Making a career decision often means confronting the realities of making changes in personal relationships and taking risks.

A recently married man may want to improve his work and salary circumstances because he plans to raise a family. Someone else may want to change the location of his place of employment in order to be closer to parents who are failing. A person facing retirement and increased leisure may wish to take on some steady but part-time work. Personal reasons may dictate that a client

increase salary. A client may need help in handling relationships both at home and at work. Coping with stress and managing the demands of the job may be common problems among clients.

Finding Target Populations

As a career counselor, you must learn about the populations you are presently serving and intend to serve in your community. Collect and read available information and consult national surveys about adult learning needs.* Ask your state departments of education, commerce, and labor; local chamber of commerce; and other local organizations for surveys that will provide pertinent information. Your sponsoring institution may well have commissioned a survey of the community which contains valuable but frequently overlooked information. Ask appropriate members of the faculty about current relevant studies in sociology, psychology, and education. Join professional organizations that have adult education and career counseling interests; their journals and conferences are an excellent source for keeping informed about new and developing programs, research, and theoretical thinking.

Don't overlook popular literature. Subscribe to popular magazines directed at people you wish to serve. *Ms.* and *Redbook*, *Esence* and *Ebony* provide valuable insights into their readership. Magazines such as *House Beautiful*, *Mother Jones*, *Sports Illustrated*, or *Fortune*, for example, might also be useful, depending upon the intended population. Stay abreast also of current best-sellers, particularly self-help books. Pay attention to advertisements for publications, books, lectures, self-directed courses, and so on, to gain an awareness of the current fears and hopes that most people are trying to deal with. Even if you are establishing a center in an institution in which you have been working for a number of years, you

*Summarized and analyzed in K. Patricia Cross, *The Missing Link: Connecting Adult Learners to Learning Resources*. New York: College Entrance Examination Board, 1978.

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are likely to find fresh insights from reading popular literature.

Most importantly, and concurrent with any research or reading program, talk with the people you intend to serve. Sitting down and listening to people who think they would welcome such a center can be very constructive. Identify ways to reach these people in your community. Depending upon the populations you wish to serve, churches, schools, local businesses, union halls, state employment offices, and supermarkets* might be good places to contact potential clients. Arrange for interviews with representatives of particular groups and seek out formal and informal opportunities to talk with their members. Ask what these people would or would not like in such a center, and state your intentions as completely as possible. Ask about their work and lives outside of work, and listen for a sense of urgency or of resignation about a particular concern.

One exciting and valuable way of focusing services is to direct them to special populations. Developing a range of services which are responsive to the needs of an identifiable group often results in dynamic and well-received programming. When a client hears of a service that addresses his needs as a member of a group with which he identifies, and when he discovers that the service responds to his needs both as a member of that group and as an individual with a personal set of experiences, then your services are effective.

Adult career centers identify special populations on the basis of combinations of characteristics such as sex, age, race, stage in life or career cycle, and particular interests or occupations. Some centers may contract with businesses to provide services for highly paid employees, but many provide services for populations which don't have easy access to costly or restricted services. For example, special programs and services have been developed for reentry women, professionals (e.g., teachers) seeking career changes, non-professionals seeking new opportunities,

homemakers who are forced because of divorce or death of spouse to seek paid employment, women whose perceptions of the variety of employment options have been limited, retired persons and those facing retirement, the chronically unemployed, the suddenly unemployed, and the handicapped.

In developing services for particular populations, providers frequently risk *stereotyping* their clients, which results in confusing the people being served. It must be remembered that each client is a unique individual with a unique set of needs and responses. There are more differences between individuals in a particular group than there are on the whole between members of differing groups. For example, while there are great differences among individual homemakers, it may be useful to note the similar needs of a displaced homemaker and a recently dismissed male who was employed in the same job for a long period. To increase your appreciation of the individuals in your populations, it is wise to learn about their ethnic backgrounds and history. Ask appropriate faculty members for histories and recent sociological and psychological studies about groups of people you might want to know better. Talk with and befriend people who are members of a target population. It takes time and patience to develop a feeling for people not exactly like ourselves, but if we educate ourselves, we won't be like the male dean of one small college who, knowing that sexism was wrong and wanting to do what he could to end it, bellowed in frustration, "I try talking to women about what they want, but each one gives me a different answer."

Deal with serving populations that you and your staff know. (See Chapter 1, Objectives, the section Testing Objectives, for a fuller account.) If the staff in your adult career center do not have friends or colleagues who are affiliated with a particular group, don't even attempt to serve that group. It is likely that your services to that group will not be effective. Word about your services probably hasn't reached this group, or this population does not exist in large numbers in your locale. First serve those populations with whom you have good contacts—that is, people

*Chapter 7, Marketing, mentions this as one approach for reaching unaffiliated groups.

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who can tell you what kinds of services are needed and who can refer clients to your center.

WHAT DO CLIENTS NEED?

Before you begin to select strategies for meeting a particular need of a client, consider the client's life situation and the particular concern you are addressing. For example, a client who has recently and unexpectedly become unemployed might benefit from values clarification and assertiveness training as preparation for seeking employment; however, the client's primary need is for immediate employment. Although a traditional workshop on values clarification or assertiveness training would be useful over the long term for the client, a workshop on assertive job interviewing might be more appropriate to meet his/her immediate needs.

The location of an adult career center within or under the aegis of a college or university can offer a unique set of circumstances for providing services to your clients. You may, for example, develop a close association with many other college services which can help you and the clients. Assess the services and potential usefulness of admissions; continuing education; career, placement, and personal counseling centers; and academic departments in order to refer your clients to these offices as well as to others in the community. These offices no doubt have rich resources in the form of staff, services, and information that may be very useful for serving adults at your institution. Their convenience will also be appreciated by your clients. To assess the responsiveness of these programs to adults in general and to your clients in particular, as well as their capacity to adjust to new clients, ask the following questions: Are these programs primarily aimed at providing services to in-sequence students? How is their focus likely to affect my clients? Can I encourage other offices and departments to develop new services as needed by working with the sponsoring institution to put on programs and by asking for their assistance as I plan my services?

The sponsoring institution may intend that the center's clients should be potential students. It is your responsibility to make certain that the clients receive advice which meets their needs, regardless of whether they enroll in the sponsoring institution. At the same time, remind the staff in your center that well-served clients and their contacts are, indeed, potential students whereas ill-served ones are not. It is also your responsibility to inform your staff and clients of the service options outside the college.

Services address needs. Frequently your clients are seeking the self-assurance to begin or change direction, such as participating in a new training program or beginning to look for a new job. Or, they may be looking for help in continuing at something which has become difficult, such as staying in school or improving their current work situation. While a client's attitude is crucial to the outcome, this attitude can be addressed through support, information, and skills training.

Each individual will present some combination of need for support, information, and skill-building. The needs themselves and the degrees of need will differ. A framework for looking at the range of needs for information, skills, and support will help clarify your understanding of the potential outcomes of every service you provide. In practice, a single contact between a client and the adult career center has many purposes and results—rarely meeting one need wholly, but usually meeting several in part.

Support

Adult career centers are known for being supportive places where clients receive inspiration to make significant changes in their lives. Your center offers such support when the entire staff creates an optimistic and warm environment, and maintains the conviction that each client is unique, important, and capable of determining and achieving his/her own personal career goals. Adults need to feel in charge of their own learning and career development.

Members of the counseling staff must

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think about their relationships with clients in individual and group counseling sessions. In addition to considering their own skills and levels of comfort, they also must be aware of the amount of time they can spend with clients and the financing of the projects they are involved with.

A supportive atmosphere, communicated by the attitudes of the center's counseling staff, can be developed through individual or group contact with clients. Although it may take only a matter of minutes or be the primary and extensive purpose of the relationship with the client, a supportive atmosphere is essential. If individuals feel good about themselves, the rest of the career development process is easier; if not, the process is difficult. A positive attitude is critical to acquiring information and skills.

The relationship between counselor and client in individual counseling sessions will depend upon the style of the counselor, needs of the client, and duration of the contact. Individual counseling is usually very effective in giving clients insight into and dealing with their problems. When several clients are served at the same time by one or more counselors at the center, the counseling strategies will vary according to the relationships formed among the group participants and between the group and the counselor. The intent for forming groups may vary. A general purpose for organizing a group might be to lend support to clients who are unemployed and seeking jobs. A good group environment is not only effective but also efficient. Many people who are feeling insecure and frightened by their long-term inability to decide what they want to do can, in a positive environment and after a supportive discussion, recognize their skills, abilities, and worth. A well-supported client is able to respond brightly and realistically when asked, "If there were nothing in the way, what would you most like to do?"

Information

Information about self. In order to decide what they want to do next with their careers, clients often need to seek information about

themselves and the environment around them. They must take a hard look at their values, career interests or objectives, skills, strong and weak areas, and abilities for future academic work. One means of helping clients gain insight into themselves in these areas is to ask them to take a standardized paper-and-pencil self-assessment test at the start. However, such tests usually scan the surface, and most clients will need to develop better skills of self-assessment than could possibly be covered by this tool. A review of past academic performance and interests, values, abilities, and lifestyle must be considered in furthering the client's skills of self-evaluation. The degree of support that you and your staff convey to clients during this phase of their career development is a major factor in their self-evaluation.

Information about job opportunities. Clients will expect the adult career center to have up-to-date information on employers in the locale and available jobs. Therefore, you must be prepared to give accurate job descriptions, evaluate their qualifications, and be knowledgeable about the career potential in various occupations. Employees in today's job market will also want information about "flexitime" and job-sharing in the traditional employment sector, opportunities in new fields such as computers, and guidance for budgeting their income.

Many clients are under the impression that they must have a concrete request when entering a career center. For example, you will frequently be confronted with the question, "What are the job opportunities in x field?"

Information about training opportunities. Clients who want to know about training opportunities should be informed about correspondence courses, academic and formal education programs, noncredit and credit courses, formal seminars, training programs, and on-the-job situations. They will also be interested in the placement possibilities as a result of completing such training.

The numerous training situations available to students are often overlooked, but

college practicum and cooperative education experiences offer invaluable opportunities. Other experiential opportunities include volunteer activities, apprenticeships, and on-the-job training experiences. On-the-job experience is an important but often neglected self-directed learning opportunity. Many clients would like to have the chance to learn about a particular career by performing the actual work involved. Most cooperative education programs offered by universities and colleges require a commitment of a semester or year, but you may be able to develop a more flexible internship to meet the time constraints of your clients.

Frequently, clients who come to an adult career center operated by a college or university assume that further training or education is necessary. However, counselors who work for such institutions, while aware of the value of higher education, should know whether further education is required or useful for career changes. For example, a woman with an advanced degree who has not had paid work for some years probably will not need further college credits for an entry-level management position. But, she may want to take some courses to build her confidence, improve her skills or information, and give her practice at meeting regular obligations outside the house. These reentry women must be clear about the reasons and benefits of any formal study, and the center staff can be helpful in formulating these reasons.

Information about financial assistance. Clients will want to know about financial assistance available to them to further their training and education at the center. If the center is located on campus, the sponsoring institution's financial aid office will be able to supply the necessary information on funding. You may wish to duplicate this information and make it available to people interested in knowing about possible financial resources. In addition to listing programs that are state and federally funded, you may wish to include national, state, and local organization and agency scholarships, grants for special populations, and any other data that your clients might find applicable and beneficial.

Skills

Skills required for a specific job. In order to avail themselves of some of the skill-building or behavioral change techniques described below, clients have to be aware of the process involved. They may need to know about theories of adult development and processes of career and life planning; available career and life-planning programs, including the ones your center offers; and other methods such as assertiveness training, decision making, or interview training, if those are available in the community.

Skills for some of the technical trades often are certifiable by taking either a prescribed course or serving an apprenticeship, or both. Supervising, negotiating, or synthesizing skills are more difficult to learn and assess. Frequently these skills are learned through experience, but a client may not be aware of having them. The center may either provide referrals to skill-building programs or may begin providing specific training for specific jobs.

Basic education skills. Clients may be weak in reading, writing, or basic computation—that is, skills which are necessary for a person to earn a high school diploma or its equivalent. Study skills such as gaining and retaining information from lectures or books may also be lacking. The adult career center should be able to refer such clients elsewhere in the sponsoring institution or community for appropriate training in these disciplines, or you may find it necessary to create such programs at your center.

It is assumed that people with college degrees or equivalent experience have sophisticated levels of reading analysis, information acquisition, and persistence. While successful programs and tests exist to define these skills more accurately, too often their assessments are vague. You may have interviewed clients who do not have a college degree but who could be well advised about ways to present themselves so that employers can see that they are qualified for suitable positions.

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Job skills. Many people lack the specific skills related to being hired, even after they have decided what kind of job to seek and have acquired the requisite job skills. In order to present themselves as interested and viable candidates for such positions, it is necessary that these clients learn to write a good letter of introduction and prepare an impressive resume. A program of teaching resume and letter writing can be an excellent vehicle for helping clients clarify their values and plan their careers. In addition, the center should stress developing skills such as locating and evaluating potential employers, arranging for exploratory interviews with prospective employers, making social contacts who will benefit them in business, handling themselves with poise and confidence on interviews, and negotiating salary and terms of employment.

Skills related to life and work. These skills are more abstract and often difficult to teach, but programs designed to deal with them can be innovative and flexible. Decision making, deciding on a life or career goal, identifying personal values and strengths and weaknesses, feeling comfortable with oneself, coping with stress, and behaving confidently and assertively are skills that we need to work on throughout our lives. Developing such skills seems to involve significant attitude change.

SERVICE DELIVERY TECHNIQUES

There are many ways of responding to your clients' needs for support, information, and skill-building. The techniques depend upon the professional relationships established between members of your staff and clients. With adequate information, it is possible for clients to receive the needed information and skills on their own. Books and publications, cassettes, computer programs, and even the telephone and television should be included on your list of possible techniques for providing support, transferring information, and developing skills.

Learning Materials

While the counseling staff is largely concerned with disseminating job information and building client skills, printed materials and various electronic educational media can also benefit the clients. Magazines and journals, books, and applicable mimeographed articles can comprise a career materials collection (see Chapter 3, Career Materials Collection) of resources to meet the learning needs of many clients. Frequently, centers begin to develop their own collections of written materials, such as sample resumes or newspaper clippings about people in various occupations within the immediate vicinity.

There are also many standardized assessment testing tools available to qualified professionals. Interpreting test results can reinforce clients' feelings and attitudes toward their present occupations or indicate other areas in which they would be better suited. Counselors must be careful in assessing test results, as clients will depend heavily on their advice. Your sponsoring institution may already offer tests such as CLEP or the equivalent.

Radio and television provide an excellent means for communicating information, and many educators and training professionals are experimenting with *interactive systems*—especially those in which people telephone an expert who is on the program. Audio and videotape cassettes are useful tools for preserving lessons and demonstrations by experts, and for allowing clients to see or hear themselves in role playing situations (e.g., handling job interviews).

Computer programs are being used for skills training, values clarification, and for providing occupational information. Check to see if any of these are available at your sponsoring institution as well as at the community and state levels. Your state departments of education and labor may be particularly interested in encouraging dissemination of accurate occupational and employment information. It is suggested that you contact your State Occupational Information Coordinating Committee (SOICC) to find out which programs exist or are being planned.

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Examples of Services†

Support

- Brown bag lunches for returning students
- Life and career planning credit course
- Telephone peer advising network
- Support group for handicapped people
- Risk-taking workshop
- Self-image workshop
- Job-hunt club
- Senior adult lounge
- Women's support group
- Individual counseling

Dissemination of Information

- Career day
- Newsletter
- Radio interview program
- Computer programs on occupational information
- Career materials collection
- Directories
- Interest and aptitude assessment
- Placement listings
- Speakers
- Referral information

Skill-Building

- Apprenticeships and internships
- Decision-making workshops
- Developing a portfolio for credit for life experience
- GED preparation and testing
- Videotaping—interviewing
- Basic skills workshops
- Training program to learn fundraising
- Resume writing
- Money management workshops
- Management program

†This list indicates the kinds of services currently being provided at adult career centers throughout the country.

The telephone is another valuable piece of equipment in your center. A few centers have attempted to counsel clients only via telephone. For all centers, the telephone can provide an easy opportunity for repeated contact, particularly when the client is isolated or living in a remote area.

DECIDING UPON ACTIVITIES

If yours is a typical adult career center, it is likely that well over 60% of your clients will be women. Let us assume that you have decided to try to meet the needs of these women and that you have spent a lot of time

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getting to know them. Although you have informed them of many possible career choices, most of them still choose low-paying, traditionally female occupations. You now realize that some means other than disseminating information is needed to encourage them in the matter of their career choice.

Defining the Problem

The way you define a problem determines the manner in which you attempt its solution. Can these clients imagine themselves in anything but traditional occupations? Have they ever seen or heard of women who are dentists or mechanics? Do they think such employment "unfeminine"? Is a lack of time or money preventing them from pursuing the training needed to enter a field they know little about?

Review the literature gathered as part of your information service and discuss the problems with the resource people you contacted. You will then see that it is a common phenomenon for women to be discouraged at the prospect of taking on nontraditional roles in the job market.

Developing Alternatives

There are many ways in which women can identify with role models. Television shows, films or videotapes, magazine articles, and newspaper clippings about women in various fields can provide information and possible contacts for them. Organizing a program for the general public at which women in various occupations speak about their work is another means of helping clients see their potential. You may decide to create a course for women in which each member explores an actual career and reports on it to the group. Review similar kinds of programs that are being conducted elsewhere, and talk with their devel-

opers. Ask your contacts in the community and at the sponsoring institution to give you an intuitive assessment of the probable success of any particular activity.

SUMMARY

Having defined the problem and developed alternatives to solve it, you must now consider which strategies might best meet your clients' needs, as well as the objectives of your center and sponsoring institution. Cost factors must be weighed, including compensation to the staff for work-related time spent outside of the center and additions to staff as the number of clients increases. For example, organizing a panel of women who are established in their careers to address your clients may be expensive if you must pay the speakers and have your staff work overtime. However, this cost may be waived by having your staff members or the sponsoring institution's faculty members act as role models instead. To reach a wide audience and give your center some publicity, you also may be interested in sponsoring a well-known speaker or a panel discussion on a particular topic relating to women's career roles.

Select activities which can be effectively carried out, as most clients will be referred by people who have received some fulfillment from the center. Consider the long-range implications of starting particular services and investigate the nature and scope of similar services offered by other programs.

The process of selecting activities rarely follows any prescribed method of organization. The best programs frequently result from a flight of intuition or a spontaneous idea. The brainstorming and decision making that take place between you and your staff will be a very important part of determining the nature of these activities and their outcome.

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3

CAREER MATERIALS COLLECTION

Gurley Turner

The objectives of establishing a career materials collection are threefold: first, to provide a means for disseminating the most current and comprehensive career, educational, and life-planning information; second, to assist clients at the adult career center in using this information to achieve their goals through thoughtful career planning and decision-making processes; and third, to provide a support system for the adult career center's counseling service. This chapter outlines the step-by-step method for creating such a career materials collection.

INITIAL PLANNING

Users of Career Materials

A knowledge and understanding of the adult career center's clients will be essential in determining the focus of the collection and selection of materials. Factors such as clientele

age range, income level, education, and ratio of the sexes must be taken into account and will determine the level of sophistication of the materials.

Will the majority of users be students or community members? Use of these resources by one or the other or both will affect the hours of service and staffing. If the adult career center is to be open to both students and community, it may necessitate long hours of service and heavy staffing to assist users.

What are the particular needs and goals of the users? Are their skills limited? Are they familiar with a library setting or will they require assistance? All these questions must be taken into account in the planning stage.

Facility

Is the career materials collection to be an integral part of the adult career center site or

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Catalyst is a national organization that helps to foster the full participation of women in corporate and professional life by furthering their upward mobility, expanding their career options, and helping them reconcile the needs of the workplace and family.

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will it be located separately from the center? Once you know the amount of space available you can judge the accommodation of shelves, files, computers (see Chapter 4, Facilities), tables and chairs, storage of audiovisual materials, display areas, bulletin boards, and desks and working area for the collection's staff. Altogether, the area should present an attractive and orderly appearance. A warm and inviting atmosphere will be conducive to utilizing the resources to the best advantages. Providing for the expansion of the materials collection, services, and staff is also an essential factor in planning the use of space.

Staff

What are the staffing requirements for serving the constituency? The answer to this question will be largely determined by the budget or allotment of monies toward the establishment and maintenance of the collection. Monies should be provided for the continuing support and not just for the initial establishment of the collection, which unfortunately is the case in many instances. Depending on the financial allocation, the staff may be comprised of professional career counselors, paraprofessionals, support staff, volunteers, or student interns on a full- or part-time basis.

Minimum staffing for an adult career center career materials collection requires at least two, but probably three, people for optimum effectiveness. The staff should consist of:

1. A staff person who may or may not be a professional but who is responsible for the collection and its services.
2. A full-time assistant who also has support staff responsibilities.
3. A secretary or support person who can handle the ordering, recordkeeping, and classification functions.

If the collection is to encompass a larger clientele than anticipated or be open for long hours, it may be necessary to add student aides or volunteers to the staff.

All materials collection staff members should demonstrate a capacity to work with people and a readiness to learn the field, be approachable and sensitive to user needs, be able to work in a structured situation, and have ingenuity and initiative.

Inservice training may be conducted by the career counselors or, ideally, by the librarian of the sponsoring institution or any other professional librarian.

SELECTION OF MATERIALS

This important part of the center cannot achieve its threefold objectives if it does not meet the needs of its users by providing up-to-date materials and services. Before selection of materials can be accomplished, however, the kinds of materials must be clearly defined by the person responsible for the acquisitions. Materials may be classified in the following way:

1. *Career information*—literature about specific occupations; position, salaries, and existing and projected supply and demand; job-hunting techniques.
2. *Educational information*—college catalogs, adult education courses, directories of schools and training opportunities, master schedules of institutions in the area, ways of getting financial assistance.
3. *Personal-social information*—literature on personal attitudes and values, life planning, decision making.

To help you in selecting materials, become familiar with your sponsoring institution's library bibliographic tools: *Books in Print*, *Subject Guide to Books in Print*, and *Paperback Books in Print*. Several other sources are listed as follows:

Bibliography of Directories, Handbooks and Guides in the Office of Career Services and Off-Campus Learning
Office of Career Services and Off-Campus Learning
Harvard University
54 Dunster Street
Cambridge, MA 02138

CAREER MATERIALS COLLECTION

Careers for College Graduates: Annotated Bibliography of Vocational Materials

College Placement Council
P.O. Box 2263
Bethlehem, PA 18001

Cumulative Career Index: An Annual Compilation Chronicle Guidance Publications, Inc. Moravia, NY 13118

List of Free Materials Available to Educators

Dow Jones & Company
Educational Services
P.O. Box 300
Princeton, NJ 08540

NVGA Bibliography of Current Career Information

American Personnel and Guidance Association
2 Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

Starter File of Free Occupational Literature

B'nai B'rith Career & Counseling Services
1640 Rhode Island Avenue, NW
Washington, DC 20036

Once the kinds of materials are clarified, the next step is to select the materials according to the following criteria:

1. Select materials that are up-to-date and reflective of the rapid technological and other changes which occur in many occupations. Look for recent copyright dates, especially in pre-packaged career kits. Read the prefaces or introductions in revised editions to see whether the changes in the newer editions are necessary for your clients; the term "revised" does not necessarily mean the text has been completely updated.
2. Examine the comprehensiveness of the publications and spot check for accuracy. Note limitations and decide whether they will affect your clients' application—e.g., a publication that doesn't pertain to your geographical region should not have a high priority in your collection.
3. Consider the authorship or authority of publications. Check author creden-

tials in the field of occupational research.

4. Be sure you clearly understand the intent of each publication. Is it intended for the professional in the field of vocational guidance or the lay person? Is it a recruitment brochure (usually the case when materials are supplied free of charge)? Articles in many popular magazines are written primarily for entertainment value and often omit basic facts or overglamorize the more esoteric aspects of a job. Such materials can be useful as supplemental resources though, so long as one is aware of their purpose.
5. Check the sources used in the publication. In books and magazines, you might check the table of contents, bibliography, index, and footnotes to see whether the author has used the most up-to-date data resources in his/her approach.

Although the above five guidelines are basic to the selection process, other considerations are outlined as follows:

- *Attractiveness of format.*
- *Cost in relation to value—e.g., an expensive directory may provide only limited information for your clientele. The Selective Criteria Checklist should be useful in simplifying the process of choosing material that will meet the requirements and needs of your clients.*
- *Mailing lists.* The Suggested Career Materials Collection and Sources of Career Information sections at the end of this chapter list many publishers of books on career information. Get your name on as many of their mailing lists as possible. This will enable you to keep up with current as well as forthcoming publications.
- *Order books and other cost items "on approval."* Check with publishers about this possibility, as not all of them subscribe to this policy. Materials costing less than \$5.00 usually require prepayment.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Selection Criteria Checklist

1. The content of the material will aid adults in meeting at least one of the objectives of the career resource center.

☐ YES ☐ NO

COMMENTS:

2. The item is appropriate for use with the population the adult career center is serving.

☐ YES ☐ NO

COMMENTS:

3. The information provided is current.

☐ YES ☐ NO

COMMENTS:

4. The material will not become outdated in a short time period.

☐ YES ☐ NO

COMMENTS:

5. The material has user appeal.

☐ YES ☐ NO

COMMENTS:

6. The information is accurate.

☐ YES ☐ NO

COMMENTS:

7. The material is comprehensive in nature.

☐ YES ☐ NO

COMMENTS:

8. The material is free of sex stereotyping.

☐ YES ☐ NO

COMMENTS:

9. The material is free of racial stereotyping.

☐ YES ☐ NO

COMMENTS:

10. The price of the item is appropriate in relation to the budget.

☐ YES ☐ NO

COMMENTS:

11. Replacement items for audiovisual materials can be purchased at a minimal fee.

☐ YES ☐ NO

COMMENTS:

CAREER MATERIALS COLLECTION

- *Damaged or inappropriate materials.* Return within at least two weeks of receipt.
- *Experiment with new and untried materials.* If you have an intuitive feeling that certain material would be appropriate for your users, do not be afraid to order, use, and see if it meets your needs.
- *Other professionals.* Consult with and visit professionals in the counseling field who are working in your sponsoring institution, local school system, public libraries, or other community centers serving adult learners. Invite them to visit and use your center, and ask for suggestions, assistance, and an opportunity to share information.

ORDERING, RECORDKEEPING, AND CLASSIFICATION

The following guidelines will help you select the most appropriate processing procedures for your operation.

Ordering and Recordkeeping

In addition to books and periodicals, other learning materials such as career kits may be ordered directly from publishers. Publishers usually offer a subscription service with career kits, which means they will send updated versions as they are published. Investigate the career kits before committing yourself to a purchase. Although career kits often save time that would otherwise be spent in reviewing and selecting alternative materials and can be excellent supplements, they are frequently limited in content and may not be adaptable to your users. Listed below are some agencies that provide subscription services:

Chronicle Guidance Publications
Moravia, NY 13118

Science Research Associates
259 East Erie St.
Chicago, IL 60611

Careers, Inc.
P.O. Box 135
Largo, FL 33540

When ordering cost items directly from a publisher, you can use a standard multiple copy library form or simple order card, especially if you are using the Library of Congress card system of classification. Publishers will also honor requests—in signed form letters on your center's stationery—for cost items and free materials.

Be sure to maintain accurate records of all free materials as well as cost items ordered and received. When the materials arrive, first inspect them for defects and damages and see that the material meets the specifications of your order; then log in the following information on index cards (card file) or in an accession book: author name, title of materials, publisher, date ordered, date received, invoice number, and cost. Accurate bookkeeping records are essential for inventory control and so that you may know exactly how much money is being spent at any given time in the fiscal year.

Receipt of periodicals is usually recorded on visible periodical record cards or units, which indicate publisher, date of renewal, cost, and frequency of publication. Like the library forms, these cards may be ordered from library supply houses.

Classification

Classification or cataloging applies to the procedure for assigning a specific designation to each book, pamphlet, or periodical to indicate specifically where it can be located. The criteria for selecting the best method of classification should always be simple, logical, and based on how accessible the collection will be to both staff and users.

Books and pamphlets may be cataloged in any one or a combination of the following methods:

ADULT ACCESS TO EDUCATION AND NEW CAREERS

1. Use either of two standard professional library systems: the Dewey Decimal or Library of Congress system. Both systems are clearly defined in Esther J. Piercey's *Commonsense Cataloging: A Manual for the Organization of Books and Other Materials* (2nd ed., New York: H.W. Wilson Company, 1974). In addition to using this book as your basic reference, it would be advisable to seek the advice and assistance of the librarian at your sponsoring institution or community library.
2. Classify materials according to the *Dictionary of Occupational Titles* code number system.
3. Arrange the material in "career clusters," identifying general occupations by subject labels, color code, or sequential numbers.
4. Devise a system of classification to meet the particular needs of your materials collection. Although such systems can be successful initially, they commonly become more complicated as a collection expands. Therefore, careful planning techniques are essential to developing a "home-made" system.

An index card file should be arranged by author, title, and subject.

Pamphlets may be housed in file boxes or Princeton files (metal pamphlet boxes), which are available from the library or school supply companies. If not cataloged individually, pamphlets may be arranged in the file boxes alphabetically by career or occupation, code number (see the *Dictionary of Occupational Titles*), or prepackaged subject headings.*

Current and back issues of periodicals are best shown in library display racks.

*The Bennett System (available from Interstate Printers and Publishers, Inc., Danville, IL 61832), offers a prepackaged method of classification. Other prepackaged systems are listed in Robert Hoppock, *Occupational Information*, New York: McGraw-Hill, 1976.

Once the system of classification is decided upon, the collection should be set up in a neat, structured, and easily accessible arrangement. Library furniture and accessories are designed attractively and colorfully today, making it possible for the collection to be housed in a cheerful setting. The Procedures Checklist (below) outlines the step-by-step procedures to be followed in the ordering, recordkeeping, and classification of career materials.

Procedures Checklist

I. Ordering Materials

A. Cost publications

1. Complete a purchase order, using multiple copy or simple order forms.
2. Inquire about ordering prepackaged or career kits with subscription service.

B. Free materials

1. Request order by form letter.

II. Recordkeeping

A. Maintain an outstanding order file for both cost publications and free materials until the items are received.

B. Record these items, when received, in an accession record book or index card file. Denote author, title, publisher, dates ordered and received, and price.

C. Record periodicals, when received, on index cards according to frequency of publication—i.e., weekly, monthly, quarterly, etc.

III. Classification

A. Books

1. Use the Dewey Decimal or Library of Congress professional library classification systems.
2. Use the *Dictionary of Occupational Titles* as a guide to setting up a number classification system.
3. Group these materials into career clusters.

CAREER MATERIALS COLLECTION

Procedures Checklist (continued)

4. Create a "homemade" system of classification that suits your center's needs.
 5. Maintain a catalog or index card file in order to make it possible to locate materials in the collection.
 6. Arrange entries in one alphabetical file of title cards denoting subject, author, and title.
 7. Use "see" and "see also" reference cards in card file.
- B. Pamphlets
1. Arrange alphabetically by title or author.
 2. Arrange according to subject (career clusters).
 3. Develop a system of code numbers.
 4. Use the prepackaged Bennett System of classifying pamphlets.
 5. Group pamphlets according to a color coding.
 6. Maintain a catalog or index card file in order to make it possible to locate materials in the collection.
 7. Arrange entries in one alphabetical file of title cards denoting subject and author.
 8. Use "see" and "see also" reference cards in card file.

CIRCULATION

If users are allowed to borrow materials, then certain procedures must be established regarding the recording of borrowed material (book card or sign out sheet), length of borrowing time, and penalties for lateness and nonreturn of borrowed materials. If it is decided that materials cannot be removed from the collection, the staff desk should be placed strategically as a control station to prevent loss of materials.

Regardless of the library policy on this matter, there are always a number of missing items which necessitate replacements, so this

is another figure to be included in the book budget. If there is a noticeable loss, you will have to secure more staff surveillance or more stringent regulations.

Although the choice is yours to make, we do not recommend circulation of materials, as it requires additional work for the staff—a hardship for a small staff. A circulating system requires duplicating materials (costly) and replacing lost and overdue items. Most importantly, there is always the possibility of not having the career information in the files when it is needed.

"Weeding Out" Materials

Collections grow amazingly fast, particularly when free materials are available. Therefore, overcrowded shelves and files must be "weeded out," which means examining the materials and ruthlessly and periodically discarding those that are out of date. For example, opportunities in certain manual trade occupations are frequently replaced by technical skills. A surplus of materials defeats users and staff.

EQUIPMENT

Basic minimum equipment should consist of the following:

- Bookcase or shelving, usually 32 in. to 36 in. wide, 63 in. high, and 8 in. to 12 in. deep.
- Filing cabinet
- Table and chairs
- Reception desk
- Staff work desk
- 500 file folders
- 50 pamphlet boxes or Princeton files
- Card catalog
- Telephone
- Bulletin board

AUDIOVISUAL MATERIALS

Filmstrips, slides, audio and videotape cassettes, and films enhance any career materials

ADULT ACCESS TO EDUCATION AND NEW CAREERS

collection and can be used by individuals or groups. They can stimulate discussion, increase an awareness of occupations for those who resist reading the literature about an occupation, motivate further inquiry, or provide role models.

Selection of materials is as important with audiovisuals as with publications about careers. Classification of materials can be the same as for books and pamphlets, with an added indication of the subject.

An audiovisual collection can be costly. Projectors and tape recorders, film and videotapes are expensive items. Audiovisual materials and equipment do not require a great deal of space, and most hardware can be housed in one cabinet. (See the catalogs of library supply companies for such items.)

Security is a very important factor because audiovisual equipment is easy to remove. Therefore, it should be kept under lock and key when not in use.

Sources of information about the audiovisual field, equipment, and availability of materials are given:

Audio-Visual Market Place (latest edition)
R. R. Bowker Company
1180 Avenue of the Americas
New York, NY 10036

NVGA Bibliography of Current Career Information and Multi-Media Catalog
American Personnel and Guidance Association
2 Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

COMPUTER-BASED GUIDANCE SYSTEMS

The application of computer technology to the career decision process may well be the tool of the future. Although such equipment is expensive and technically oriented, the benefits, for your purposes, may outweigh the costs. Some of the systems of interest to investigate include:

CIS
(Career Information System)
Director, Oregon Career Information System
247 Hendricks Hall
University of Oregon
Eugene, OR 97403

CVIS
(Computerized Vocational Information System)
Carol M. Raybush
Distribution Center, Carroll Hall
Western Maryland College
Westminster, MD 21157

Discover
Dr. Joanne Bowlesby
Discover Foundation
Western Maryland College
Westminster, MD 21157

Educational and Career Exploration System
Director, Educational & Career Exploration Project
Genesee Intermediate School District
2413 West Maple Avenue
Flint, MI 48507

SIGI
(System of Interactive Guidance and Information)
Dr. Martin Katz
Educational Testing Service
Princeton, NJ 08540

Computer-Based Educational Opportunity Center
(CBEOC)
City University of New York
Office of Admission Services
875 Avenue of the Americas
New York, NY 10001

In choosing a computer-based guidance system, make a study of the available systems and consider the following:

- original purchase and maintenance cost; lease rental
- cost of additional equipment
- kinds of information that the system can and cannot provide
- staff assistance and participation requirements
- frequency of revising and updating systems

CAREER MATERIALS COLLECTION

CONCLUSION

Acquaint yourself with the libraries, counseling agencies, and any similar organizations in your community for information, assistance, and referral. Read all announcements, newsletters, periodicals, and so forth, for current information on new publications, trends, projections, and other organizations.

An adult center's career materials collec-

tion is unique and, therefore, cannot be expected to adhere to the same rules that apply to public or large research libraries. Your clientele, space requirements, and budget dictate that you be flexible in adjusting the guidelines given in this chapter to your particular situation. Remember always that your adult career center collection of materials functions to provide the best possible services and resources to your users.

SUGGESTED CAREER MATERIALS COLLECTION

\$500 Budget

The books and periodicals listed in this part of the Suggested Career Materials Collection comprise a comprehensive and basic collection that can be purchased within a budget of \$500. Depending on your financial allotment, you may supplement this list with the books suggested on the following pages.

Books

- Alberti, Robert, and Michael L. Emmons, *Your Perfect Right: A Guide to Assertiveness Training*. San Luis Obispo, Calif.: Impact, 1978. \$3.95
- Arco *Handbook of Job and Career Opportunities*. New York: Arco Publications, 1978. \$3.95
- Billingsley, Edmond, *Career Planning and Job Hunting for Today's Student: The Nonjob Interview Approach*. Santa Monica, Calif.: Goodyear Publishing Co., 1978. \$8.95
- Bolles, Richard Nelson, *The Three Boxes of Life And How to Get Out of Them—An Introduction to Life/Work Planning*. Berkeley, Calif.: Ten Speed Press, 1978. \$6.95
- Bolles, Richard Nelson, *Quick Job Hunting Map*. Berkeley, Calif.: Ten Speed Press, 1976. \$1.25
- Bolles, Richard Nelson, *What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers*. Berkeley, Calif.: Ten Speed Press, 1978. \$5.95
- Career Guide to Professional Associations: A Directory of Organizations by Occupational Field*. Cranston, R.I.: Carroll Press, 1976. \$8.95
- Catalyst, *Career Opportunities, Education Opportunities and Self-Guidance Series*. New York: Catalyst, 1975. \$55.00
- Catalyst, *Career Options Series for Undergraduate Women*. New York: Catalyst, 1976. \$30.00
- Catalyst, *Resume Preparation Manual*. New York: Catalyst, 1976. \$4.95
- Catalyst, *What To Do When You Don't Know What To Do*. New York: Simon & Schuster, 1980. \$12.95
- College Blue Book of Occupational Education*. New York: Macmillan Information, 1977. \$35.00
- College Handbook*, New York: College Entrance Examination Board, 1979. \$9.95

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- Dictionary of Occupational Titles*. Washington, D.C.: U.S. Government Printing Office, 1977. \$12.00
- Directory of Accredited Private Home Study Schools*. Washington, D.C.: National Home Study Council, 1979-80. Free
- Directory of Career Resources for Women: A Guide to Career Resources and Opportunities for Women*. Santa Monica, Calif.: Ready Reference Press, 1979. \$37.50
- Ekstrom, Ruth B., et al., *How to Get College Credit for What You Have Learned as a Homemaker and Volunteer*. Princeton, N.J.: Educational Testing Service, 1977. \$3.00
- Encyclopedia of Associations*. Detroit, Mich.: Gale Research Co., 1978. \$75.00
- Fader, Shirley Sloan, *From Kitchen to Career: How Any Woman Can Skip Low-Level Jobs and Start in the Middle or at the Top*. New York: Stein & Day, 1977. \$4.95
- Federal Career Directory 1976: A Guide for College Students*. Washington, D.C.: U.S. Government Printing Office, 1976. \$3.45
- Fox, Marcia, *Put Your Degree to Work: A Career Planning and Job Hunting Guide for the New Professional*. New York: W.W. Norton, 1979. \$4.95
- Future Directions for a Learning Society and The College Scholarship Service. *Paying for Your Education: A Guide for Adult Learners*. New York: College Entrance Examination Board, 1980. \$3.50
- Gale, Barry, and Linda Gale, *The National Career Directory*. New York: Arco Publications, 1979. \$5.95
- Gowdey, Eve, *Job Hunting with Employment Agencies*. Woodbury, N.Y.: Barron Educational Series, 1978. \$2.95
- Guide to Federal Career Literature*. Washington, D.C.: U.S. Government Printing Office, 1978. \$1.10
- Hagberg, Janet, and Richard Leider, *The Inventurers: Excursions in Life and Career Renewal*. Reading, Mass.: Addison-Wesley, 1978. \$7.95
- Haldane, Bernard, *Career Satisfaction and Success*. New York: American Management Association, 1974. \$3.95
- Handbook of Trade and Technical Careers and Training*. Washington, D.C.: National Association of Trade & Technical Schools, 1979. Free
- Hawes, Gene R., and David M. Brownstone, *How to Get the Money to Pay for College*. New York: David McKay Co., 1978. \$6.95
- Hebert, Tom, and John Coyne, *Getting Skilled: A Guide to Private Trade and Technical Schools*. New York: E.P. Dutton, 1976. \$4.95
- Holland, John, *Making Vocational Choices: A Theory of Careers*. Englewood Cliffs, N.J.: Prentice-Hall, 1973. \$6.50
- Irish, Richard K., *Go Hire Yourself an Employer*. New York: Doubleday, 1978. \$3.95
- Jackson, Tom, and Davidyne Mayleas, *The Hidden Job Market: A System to Beat the System*. New York: Times Book Co., 1978. \$5.95
- Jameson, Robert, *The Professional Job Changing System: World's Fastest Way to Get a Better Job*. Parsippany, N.J.: Performance Dynamics, 1976. \$9.95
- Kirn, Arthur, and Marie O'Donohue Kirn, *Life Work Planning*. New York: McGraw-Hill, 1978. \$9.95
- Lathrop, Richard, *Who's Hiring Who*. Berkeley, Calif.: Ten Speed Press, 1977. \$5.95
- Lenz, Elinor, and Marjorie Hansen Shaevitz, *So You Want to Go Back to School: Facing the Realities of Reentry*. New York: McGraw-Hill, 1977. \$4.95

CAREER MATERIALS COLLECTION

- Loring, Rosalind, and Herbert Otto, *New Life Options: The Working Woman's Resource Book*. New York: McGraw-Hill, 1976. \$11.95
- Loughary, John W., and Theresa M. Ripley, *"This Isn't Quite What I Had in Mind," A Career Planning Program for College Students*. Chicago: Follett Publishing Co., 1978. \$3.95
- Lovejoy's *Career and Vocational School Guide*. New York: Simon & Schuster, 1978. \$4.95
- Miller, Gordon Porter, *Life Choices: How to Make the Critical Decisions—About Your Education, Career, Marriage, Family, Lifestyle*. New York: Thomas Y. Crowell, 1978. \$7.95
- Mitchel, Joyce Slayton, *I Can Be Anything*. New York: Bantam Books, 1978. \$7.95
- Occupational Outlook Handbook*. Washington, D.C.: U.S. Government Printing Office, 1978. \$8.00

Periodicals

- Career Development Review* \$12.00 from: Career Development Association, Inc., P.O. Box 445, New York, NY 10024
- Career World* \$7.00 from: Curriculum Innovations Inc., 501 Lake Forest Avenue, Highwood, IL 60040
- Counselor's Information Service* \$14.00 from: B'nai B'rith Career & Counseling Services, 1640 Rhode Island Ave., NW, Washington, DC 20036
- INFORM and Career Resource Bibliography* \$25.00 from: American Personnel & Guidance Association, 2 Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041
- Occupational Outlook Quarterly* \$6.00 from: U.S. Government Printing Office, Washington, DC 20402
- Vocational Guidance Quarterly* \$10.00 from: National Vocational Guidance Association, American Personnel & Guidance Association, 2 Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041

SUGGESTED CAREER MATERIALS COLLECTION

Additional \$500

Books

- Abarbanel, Karin, and Connie Siegel, *Women's Work Book*. New York: Warner Books, 1977. \$2.50
- Allied Medical Education Directory*. Chicago: American Medical Association, 1974. \$8.00
- Berliner, Don, *Want a Job? Get Some Experience? Want Experience? Get a Job*. New York: American Management Association, 1978. \$9.95
- Bolles, Richard Nelson, *Tea Leaves: A New Look at Resumes*. Berkeley, Calif.: Ten Speed Press, 1976. \$.50

ADULT ACCESS TO EDUCATION AND NEW CAREERS

- Bostwick, Burdette E., *Resume Writing: A Comprehensive How-to-Do-It Guide*. New York: John Wiley & Sons, 1976. \$11.25
- Career Planning & Placement for the College Graduate of the 70's*. Dubuque, Iowa: Kendall-Hunt Publishing Co., 1974. \$4.95
- Careers in Psychology*. Washington, D.C.: American Psychological Association, 1978. \$.60
- Cass, James, and Max Birnbaum, *Comparative Guide to American Colleges*. New York: Harper & Row, 1977. \$8.95
- Cass, James, and Max Birnbaum, *Comparative Guide to Two-Year Colleges and Career Programs*. New York: Harper & Row, 1976. \$6.95
- College Placement Annual*. Bethlehem, Pa.: College Placement Council, 1980. \$5.00
- Crane, Ruth, and Marcine Goad, *Self-Evaluation Career Guide*. New York: Pilot Books, 1978. \$3.50
- Cross, Wilbur, *The Weekend Education Sourcebook*. New York: Harper's Magazine Press, 1976. \$6.95
- Cross, Wilbur, and Carol Florio, *You Are Never Too Old To Learn*. New York: McGraw-Hill, 1978. \$4.95
- Djeddah, Eli, *Moving Up: How to Get High-Salaried Jobs*. Berkeley, Calif.: Ten Speed Press, 1978. \$4.95
- Donaho, Melvin, and John L. Meyer, *How to Get the Job You Want: A Guide to Resumes, Interviews and Job Hunting Strategy*. Englewood Cliffs, N.J.: Prentice-Hall, 1976. \$3.95
- Eisen, Jeffrey, *Get the Right Job Now: An Insider's Guide to What the Employer Is Looking For . . .* Philadelphia, Pa.: J. B. Lippincott Co., 1978. \$6.95
- Encyclopedia of Careers and Vocational Guidance*. Chicago: J. G. Ferguson Publishing Co., 1975. \$44.50
- Farmer, Helen, and Thomas Backer, *New Career Options: A Woman's Guide*. New York: Human Sciences Press, 1977. \$4.95
- Galassi, Merna D., and John P. Galassi, *Assert Yourself! How To Be Your Own Person*. New York: Human Sciences Press, 1977. \$7.95
- Gelatt, H. B., et al., *Deciding*. New York: College Entrance Examination Board, 1972. \$2.50
- Gowdey, Eve, *Job Hunting with Employment Agencies*. Woodbury, N.Y.: Barron's Educational Series, 1978. \$2.95
- Graduate and Professional School Opportunities for Minority Students*. Princeton, N.J.: Educational Testing Service, 1975. \$3.00
- Graduate Programs and Admissions Manual, 1977-79* (4 volumes). Princeton, N.J.: Educational Testing Service, 1977. \$16.00 per set
- Graduate Study in Psychology for 1977-78*. Washington, D.C.: American Psychological Association, 1977. \$6.00
- Haldane, Bernard, et al., *Job Power Now!: The Young People's Job Finding Guide*. Washington, D.C.: Acropolis Books, 1976. \$3.95
- Harragon, Betty Lehan, *Games Mother Never Taught You: Corporate Gamesmanship for Women*. New York: Warner Books, 1977. \$2.50
- Hawes, Gene R., et al., *Careers Today*. New York: New American Library, 1977. \$3.95
- Higginson, Margaret V., and Thomas L. Quick, *The Ambitious Woman's Guide to a Successful Career*. New York: American Management Association, 1975. \$9.95

CAREER MATERIALS COLLECTION

- Honig, Lucille, and Richard I. Brod, *Foreign Languages and Careers*. New York: Modern Language Association, 1974. \$1.00
- Jackson, Tom, *Guerilla Tactics in the Job Market*. New York: Bantam Books, 1978. \$2.50
- Jackson, Tom, *28 Days to a Better Job*. New York: Hawthorn Books, 1977. \$6.95
- Jessup, Claudia, *The Woman's Guide to Starting a Business*. New York: Holt, Rinehart & Winston, 1976. \$4.95
- Kesselman, Judi I., *Stopping Out: A Guide to Leaving College and Getting Back In*. New York: M. Evans & Co., 1976. \$3.95
- Kocher, Eric, *International Jobs: Where They Are, How to Get Them: A Handbook for Over 500 Career Opportunities Around the World*. Reading, Mass.: Addison-Wesley, 1979. \$5.95
- Kotter, John, et al., *Self-Assessment and Career Development*. Englewood Cliffs, N.J.: Prentice-Hall, 1978. \$15.95
- Livesey, Herbert B., *Second Chance: Blueprints for Life Change*. Philadelphia: J. B. Lippincott Co., 1977. \$8.95
- Lobb, Charlotte, *Exploring Careers Through Part-Time and Summer Employment*. New York: Richards Rosen Press, 1977. \$4.98
- Loughary, John W., and Theresa Ripley, *Career and Life Planning Guide*. Chicago: Follett Publishing Co., 1976. \$5.95
- Lovejoy's College Guide*. New York: Simon & Schuster, 1976. \$5.95
- McDaniels, Carl, *Developing a Professional Vita or Resume*. Garrett Park, Md.: Garrett Park Press, 1978. \$5.95
- McKee, Bill, *New Careers for Teachers*. Chicago: Contemporary Books, 1972. \$5.95
- Matthews, Kathy, *On Your Own: 99 Alternatives to a 9 to 5 Job*. New York: Random House, 1977. \$3.45
- Meeting Yourself Halfway*. Niles, Ill.: Argus Communications, 1974. \$4.95
- Mitchell, Joyce, *The Work Book: A Guide to Skilled Jobs*. New York: Bantam Books, 1978. \$2.25
- Moore, Charles Guy, *The Career Game: A Step-by-Step Guide Up the Ladder of Success*. New York: National Institute of Career Planning, 1978. \$12.95
- Nash, Kathleen, *Get the Best of Yourself: How to Find Your Success Pattern and Make It Work for You*. New York: Grosset & Dunlap, 1976. \$8.95
- National Trade and Professional Associations of the United States and Canada and Labor Unions*. Washington, D.C.: Columbia Books, Inc., 1979. \$30.00
- Need A Lift?: To Educational Opportunities, Careers, Loans, Scholarships, Employment*. Indianapolis, Ind.: The American Legion Educational and Scholarship Program, 1980. \$1.00
- Noer, David, *How to Beat the Employment Game*. Radnor, Pa.: Chilton Book Co., 1975. \$7.95
- Occupational Information: Where to Get It and How to Use It in Counseling and in Teaching*. New York: McGraw-Hill, 1976. \$16.00
- O'Neill, Nena, and George O'Neill, *Shifting Gears*. New York: M. Evans & Co., 1974. \$7.95
- PATH: A Career Workbook for Liberal Arts*. Cranston, R.I.: Carroll Press, 1975. \$6.75
- Place, Irene, and Alice Armstrong, *Management Careers for Women*. Skokie, Ill.: National Textbook Co., 1975. \$4.95

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- Rejnis, Ruth, *A Woman's Guide to New Careers in Real Estate*. Chicago: Contemporary Books, 1978. \$5.95
- Robbins, Paula, *Successful Midlife Career Change: Self-Understanding and Strategies for Action*. New York: American Management Association, 1978. \$12.95
- Roesch, Roberta, *Jobs for Weekends: How to Make It the Best Experience of Your Life!* New York: Berkley Windhover Books, 1978. \$3.95
- Roesch, Roberta, *There's Always a Right Job for Every Woman*. New York: Berkley Publishing Co., 1976. \$2.95
- Ronco, William C., *Jobs: How People Create Their Own*. Boston, Mass.: Beacon Press, 1977. \$4.95
- Scholz, Nelle Tumlin, et al., *How to Decide: A Guide for Women*. New York: Avon Books, 1975. \$4.95
- Social Learning and Career Decision Making*. Cranston, R.I.: Carroll Press, 1979. \$14.50
- Souerwine, Andrew H., *Career Strategies: Planning for Personal Achievement*. New York: American Management Association, 1978. \$14.95
- Stanat, Kirby, and Patrick Reardon, *Job Hunting Secrets and Tactics*. Chicago: Raintree Publishing, Ltd., 1977. \$4.95
- Stewart, Nathaniel, *The Effective Woman Manager: Seven Vital Skills for Upward Mobility*. New York: John Wiley & Sons, 1978. \$12.95
- Sweet, Donald H., *The Job Hunter's Manual*. Reading, Mass.: Addison-Wesley, 1975. \$4.50
- Taylor, Phoebe, *How to Succeed in the Business of Finding a Job*. Chicago: Nelson-Hall, 1977. \$4.95
- Thompson, Melvin R., *Why Should I Hire You?: How to Get the Job You Really Want*. New York: Harcourt Brace Jovanovich, Inc., 1977. \$3.95
- 200 Ways to Put Your Talent to Work in the Health Field*. New York: National Health Council, 1977. Free
- Weathersby, Rita E., *New Roles for Educators*. Cambridge, Mass.: Harvard Graduate School of Education, 1970. \$3.50
- What Can I Do with a Major In . . . ?* Jersey City, N.J.: St. Peters College Press, 1975. \$8.95
- Women, Work & Volunteering*. Boston, Mass.: Beacon Press, 1975. \$4.45
- Working Woman's Guide to Her Job Rights*. Washington, D.C.: U.S. Government Printing Office, 1978. \$1.60

SUGGESTED CAREER MATERIALS COLLECTION

Additional \$500

Books

- Albee, Lou, *Job Hunting After Forty*. New York: Arc Books, 1972. \$1.45
- Apps, Jerold, *Study Skills for Those Adults Returning to School*. New York: McGraw-Hill, 1978. \$4.95
- Audio-Visual Market Place—A Multimedia Guide 1979*. New York: R. R. Bowker, 1979. \$23.50

CAREER MATERIALS COLLECTION

- Blaze, Wayne, *Guide to Alternative Colleges and Universities: A Comprehensive Listing of Over 250 Innovative Programs*. Boston, Mass.: Beacon Press, 1974. \$4.25
- Cannie, Joan Koob, *The Woman's Guide to Management Success: How to Win Power in the Real Organizational World*. Englewood Cliffs, N.J.: Prentice-Hall, 1979. \$4.95
- Careers Inc., Desk Top Kit. \$135. Update service eight times per year, \$43.20
- Chronicle Guidance Annual Publications Service*. Moravia, N.Y.: Chronicle Guidance Publications. \$58.50
- Directory of Internships, Work Experience Programs and On-the-Job-Training Opportunities*. Thousand Oaks, Calif.: Ready Reference Press, 1976. \$45.00
- A Directory of Public Service Internships: Opportunities for the Graduate, Postgraduate, and Mid-Career Professional*. Washington, D.C.: National Center for Public Service Internship Programs, 1978. \$7.00
- Environmental Jobs Handbook: The Insider's Guide to Finding Jobs in Environmental Fields*. Washington, D.C.: Micon Publishing, 1979. \$8.50
- Hyatt, Carole, *The Woman's Selling Game: How to Sell Yourself and Anything Else*. New York: M. Evans & Co., 1979. \$8.95
- Jobs, Jobs, Jobs, for the College Graduate*. Woodbury, N.Y.: Barron's Educational Series, 1977. \$3.25
- King, David, and Karen Levine, *The Best Way in the World for a Woman to Make Money: The Founder of "Careers for Women" Tells How to Get In and Move Up Through Executive Sales*. New York: Rawson, Wade Publishers, 1979. \$8.95
- Kleeman, Elayne J., and Jeanne Woltz, *How to Turn a Passion for Food into Profit*. New York: Rawson, Wade Publishers, 1979. \$9.95
- Lederer, Muriel, *Blue Collar Jobs for Women*. New York: E. P. Dutton, 1979. \$10.95
- Lobb, Charlotte, *Exploring Careers Through Volunteerism*. New York: Richards Rosen Press, 1975. \$4.98
- Lulow, JoAnn, *Your Career in the Fashion Industry*. New York: Arco Publications, 1979. \$2.95
- Marlowe, Francine, *Your Career Opportunities in Modeling*. New York: Crown Publishers, 1978. \$4.98
- Osborn, Ruth, *Developing New Horizons for Women*. New York: McGraw-Hill, 1977. \$11.95
- Pre-Law Handbook: The Only Official Guide to Law Schools*. Princeton, N.J.: Educational Testing Service, 1975. \$3.25
- Resumes That Get Jobs*. New York: Arco Publications, 1976. \$5.00
- Rogalen, Wilma C., and Arthur R. Pell, *Women's Guide to Management Positions*. New York: Simon & Schuster, 1975. \$2.95
- Seaver, J. W., et al., *Careers with Young Children: Making Your Decision*. Washington, D.C.: National Association for the Education of Young Children, 1979. \$4.40
- VGM Career Education Library* (38 books). Skokie, Ill.: National Textbook Company. \$149.95
- Zimmerman, Barbara, and David Smith, *Careers in Health: The Professionals Give You the Inside Picture About Their Jobs*. Boston, Mass.: Beacon Press, 1978. \$11.95

ADULT ACCESS TO EDUCATION AND NEW CAREERS

SOURCES OF CAREER INFORMATION*

Associations and Publishers

ABT Associates, Inc.
55 Wheeler Street
Cambridge, MA 02138

The American College Testing Program (ACT)
Box 168
Iowa City, IA 52240

American Council on Education (ACE)
One Dupont Circle
Washington, DC 20036

American Guidance Services, Inc.
Publishers Building
Circle Pines, MN 55014

American Institute for Research
Box 1113
Palo Alto, CA 94302

American Personnel and Guidance Association
1607 New Hampshire Avenue NW
Washington, DC 20009

American Vocational Association
1510 H Street NW
Washington, DC 20005

Arco Publishing Company, Inc.
219 Park Avenue South
New York, NY 10003

Argus Communications
7440 Natchez
Niles, IL 60608

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, NY 11897

Bellman Publishing Company
P.O. Box 172
Cambridge, MA 02138

Benefic Press
10300 W. Roosevelt Road
Westchester, IL 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

B'nai B'rith Vocational Services
1640 Rhode Island Avenue NW
Washington, DC 20036

Bobbs-Merrill Company, Inc.
4300 W. 2nd Street
Indianapolis, IN 44268

Bowmar Publishing Company
622 Rodier Drive
Glendale, CA 91201

Business and Professional Women's Foundation
2012 Massachusetts Avenue NW
Washington, DC 20036

Career, Inc.
P.O. Box 135
Largo, FL 33540

Changing Times Educational Services
1729 H Street NW
Washington, DC 20006

Children's Press
1224 West Van Buren Street
Chicago, IL 60607

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

The Chronicle of Higher Education
1717 Massachusetts Avenue NW
Washington, DC 20036

The College Board
888 Seventh Avenue
New York, NY 10019

Collier Books
866 Third Avenue
New York, NY 10022

David C. Cook Publishing Co.
850 N. Grove Avenue
Elgin, IL 60120

Counselor Films, Inc.
CFI Career Futures, Inc.
2100 Locust Street
Philadelphia, PA 19103

*This list appears in *Career Resource Center*. Columbus, Ohio: Ohio State University Center for Vocational Education, 1977.

CAREER MATERIALS COLLECTION

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, IL 60040

Doubleday and Company
School and Library Division
Garden City, NY 11530

Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, CA 92705

Educational Affairs Department
Ford Motor Company
Dearborn, MI 48150

Educational Design, Inc.
47 W. 13th Street
New York, NY 10010

Educational Progress, Inc.
P.O. Box 45663
Tulsa, OK 74145

Educational Progress Services, Inc.
Randolph, WI 53956

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Educational Resources Information Center
Clearinghouse on Counseling and
Personnel Services (ERIC/CAPS)
611 Church Street
Ann Arbor, MI 48104

Educational Resources Information Center
Clearinghouse on Career
Education (ERIC/CE)
1960 Kenny Road
Columbus, OH 43210

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, NY 11435

J. G. Ferguson Publishing Company
6 N. Michigan Avenue
Chicago, IL 60602

Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426

General Electric
Educational Relations Service
One River Road
Schenectady, NY 12300

General Learning Corp.
250 James Street
Morristown, NJ 07960

General Motors Corp.
Public Relations Staff
Detroit, MI 48202

Guidance Associates
757 Third Avenue
New York, NY 10017

Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper and Row Publishers
10 E. 53rd Street
New York, NY 10022

Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017

Houghton Mifflin Company
2 Beacon Street
Boston, MA 02107

Interstate Printers and Publishers, Inc.
1927 North Jackson Street
Danville, IL 61832

Charles E. Jones
Ave Maria Press
Notre Dame, IN 46556

Julian Messner
One West 39th Street
New York, NY 10018

King Features
235 East 45th Street
New York, NY 10017

Lennox Industries, Inc.
P.O. Box 250
Marshalltown, IA 50158

Lothrop Publishing Company
105 Madison Avenue
New York, NY 10016

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Macmillan, Inc.
866 Third Avenue
New York, NY 10022

Mar Media, Inc.
4401 Centre Avenue
Pittsburgh, PA 15213

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

Charles E. Miller Publishing Co.
Columbus, OH 43216

National Association of College
Admissions Counselors
9933 Lawler Avenue, Suite 500
Skokie, IL 60076

National Association of College
and University Business Officers
One Dupont Circle
Washington, DC 20036

National Association for Foreign
Student Affairs
1860 19th Street NW
Washington, DC 20092

National Association for Student
Financial Aid Administrators
Lafayette, IN 47907

National Association of Student
Personnel Administrators
Portland State University
P.O. Box 751
Portland, OR 97207

National Association of Women Deans
and Counselors
1201 Sixteenth Street NW
Washington, DC 20036

National Association of Trade and
Technical Schools
2021 L Street NW
Washington, DC 20036

National Education Association
1201 16th Street NW
Washington, DC 20009

National Merit Scholarship Corporation
990 Grove Street
Evanston, IL 60201

National Vocational Guidance Association
1607 New Hampshire Avenue NW
Washington, DC 20009

Occupational Awareness
Box 5098
Los Angeles, CA 90055

Olympus Publishing Company
937 East Ninth Street
Salt Lake City, UT 84111

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802

J. C. Penney Company
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Psychological Corporation
304 E. 45th Street
New York, NY 10017

Random House, Inc.
201 E. 50th Street
New York, NY 10022

Richards Rosen Press, Inc.
29 E. 21st Street
New York, NY 10010

Scholastic Book Services
50 W. 44th Street
New York, NY 10036

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Simon and Schuster, Inc.
630 Fifth Avenue
New York, NY 10020

Singer Education Division
Education Systems
Rochester, NY 14604

CAREER MATERIALS COLLECTION

Society for Visual Education, Inc.
1345 Diversity Parkway
Chicago, IL 60614

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227

Vocational Biographies, Inc.
P.O. Box 146
Sauk Centre, MN 56378

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Wadsworth Publishing Company, Inc.
10 Davis Drive
Belmont, CA 94002

Western Psychological Services
12031 Wilshire Blvd.
Los Angeles, CA 90025

Westinghouse Learning Corp.
100 Park Avenue
New York, NY 10017

Xerox Education Publications
Education Center
Columbus, OH 43216

Educational Labs and Centers

Appalachia Educational Lab, Inc.
P.O. Box 1348
Charleston, WV 25323

Center for Occupational Education
North Carolina University
Raleigh, NC 27607

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

Central Midwestern Regional
Educational Lab
10646 St. Charles Rock Road
St. Ann, MO 63074

Council for Educational Development
and Research, Inc.
775 Lincoln Tower
1860 Lincoln Street
Denver, CO 80203

Far West Laboratory for Educational
Research and Development
2180 Milvia Street
Berkeley, CA 94705

Northwest Regional Lab
400 Lindsay Building
710 S.W. 2nd
Portland, OR 97204

Southwest Regional Laboratory for
Education, Research, and Development
11300 La Cienega Boulevard
Inglewood, CA 90304

Government Agencies

Michigan Employment Service Commission
Woodward at Grand Blvd.
Detroit, MI 48203

National Institute of Education
1200 19th Street NW
Washington, DC 20208

U. S. Department of Agriculture
Washington, DC 20250

U. S. Department of Defense
High School News Service
Building 1B
Great Lakes, IL 60088

U. S. Office of Health, Education, and Welfare
200 Independence Avenue SW
Washington, DC 20202

U. S. Department of Labor
3rd Street and Constitution Avenue NW
Washington, DC 20210

U. S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

4

FACILITIES

Harvey B. Schmelter

This chapter provides information to help you make decisions about establishing, extending, and making other changes in adult career center facilities. The site will largely influence how you market your services to the institution and community at large. Because center sizes, locations, and activities vary, you must decide what is relevant to you.

LOCATION

Many adult career centers start out small and then expand at their original or new locations. A center may have one site or several, may be in a permanent structure or mobile unit, or may be a combination of all of these. Before considering a site, it is important that you first determine your clientele and know the kinds of services to be offered. Once these decisions have been made, your advisory panel and institutional and community decision makers will help you in selecting a site.

In most cases, the space available will be a major determining factor. Although you might prefer a particular location, you may have no choice but to settle for what is available.

Space Available At Sponsoring Institution

To obtain the best space available, you must constantly be alert to possible locations. The director of facilities at the sponsoring institution will know about official plans and commitments that have been made for space utilization. Describe your general space requirements and the services to be provided by the center so that the director will have a clear understanding of your needs. Visit suggested locations before speaking to the people who control them, and determine whether the space will be suitable for the center.

Maintenance people at the sponsoring institution are an excellent resource for

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ADULT ACCESS TO EDUCATION AND NEW CAREERS

finding out about, for example, classrooms and other space that are underutilized or unused, or offices that may be relocating. In some instances, these offices may not have been committed, and you may be able to take over the space.

Some adult career centers are located in areas that at first seem very unlikely, but become ideal. For example, the quick action of one enterprising center director enabled her to obtain a very large space—the entire floor of a dormitory on a campus. Another center director negotiated for an abandoned house on a campus and, with the tender loving care of the maintenance people, was able to open an attractive center.

Walk around the campus of your sponsoring institution, noting the flow of people's traffic patterns and the space of and access to existing facilities. The best locations are within easy access of the people you are trying to reach. If your adult career center plans to serve adults from the community, an ideal location is near the registration or information area of the sponsoring institution's continuing/adult education department because it creates an excellent place for referrals from the information/registration area to the center and vice versa.

You might also consider other locations on campus that are near or adjacent to

- Career planning and placement office
- Counseling center
- Library
- Entrance of building
- Women's center
- Dormitory areas

Once you have found a possible location, it may be necessary to negotiate with the party who already controls that space. Both you and that person may have to work out a compromise whereby you offer other space or certain services in exchange for use of the facility. It is also suggested that you invite this person to an advisory panel meeting conducted for the purpose of relating the objectives of the center and emphasizing the broad-based community support.

Space Available Within the Community

If the adult career center is to have one or more off-campus branches, it is essential that you visit several potential locations within the community. You should receive some excellent suggestions from your advisory panel members and the people you've already spoken with in developing the center's objectives.

Before you start contacting people in control of potential community locations, ask yourself the following questions:

Who among the people you've already spoken with might be willing to provide space for the center?

What target populations are you going to serve? What locale in the community would be most convenient for them? (Consider all transportation systems in the area.)

Can you afford to pay rent, or are you relying on the goodwill of others?

Ask yourself the following questions if you are considering taking a particular space:

Will you have to establish a contractual arrangement for the space?

When will the space be available?

Is renovating (carpentry, electric work, painting, and so forth) necessary? If so, who is responsible for paying the bills? The property owner, your budget, or a general institutional fund?

How convenient is the location to the campus of the sponsoring institution?

What supervision and management problems do you foresee? Must there be continuous supervision at the site?

Once you are prepared to answer the above questions, set up appointments with the officials who administer the community locations. These meetings can serve the dual purpose of deciding on an acceptable location and communicating the objectives of the center. They also provide an opportunity for giving the project credibility and for form-

FACILITIES

Possible Community Locations

YM/YWCA and YM/YWHA	Civic/community associations
Community centers	Salvation Army facilities
Welfare office(s)	Red Cross facilities
CETA office	Union hall
Adult high school	Bus/train station
Adult education facility	Department store
Rented store/office area	Library
Shopping center	Supermarket
Family and children's services	Veterans agency
Unemployment office	Public buildings (i.e., courthouses, municipal buildings, social service building, Department of Labor, Social Security office)
Employment service	Public or private schools
Church/synagogue center	Recreation center
Vocational rehabilitation offices	Neighborhood center
Business/industry personnel or training and development office	
Women's clubs	

ing a network of valuable contacts within the community.

Mobile Centers

The greatest single advantage of a mobile adult career center is that it provides access to many community locations. There are several disadvantages, however: many mobile vans are costly, especially if you purchase a new one; the maintenance costs may be applied directly to your budget; and expansion and renovation are severely limited.

EQUIPPING THE CENTER

Regardless of whether the adult career center is established at a stationary site or in a mobile unit, there are certain basic requirements as to inventory of equipment and furniture. Review the Equipment and Furniture

Checklist on page 52 and determine its adequacy for your needs. Then check the items and quantities that are most relevant to you, and be prepared to purchase or rent them on the basis of the number of clients you estimate will be using the center. Your budget, of course, also must be taken into consideration.

Once you have set up your acquisitions list, look around the sponsoring institution or community to see whether some items may be acquired through contributions. Old friends, too, can be a great source of assistance and are usually happy to help out if they can.

Before making any purchases, ask the purchasing director at the sponsoring institution to show you supplier catalogs and advise you on costs, alternative sources, and length of time for deliveries of equipment and furniture.

The Planning Task Checklist on page 53 will help you in setting priorities and in developing a schedule.

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Equipment and Furniture Checklist

Equipment

Microfiche reader/printer
Desk microfiche reader
Sound filmstrip projector
Screen
Computer terminal(s)
Film projector
Cassette recorder and player
Videotape recorder and player
Telephone(s)
Copy machine
Typewriter
Coffeepot

Furniture

Lounge chairs
Desks
Chairs and tables
File cabinets
Display shelves
Reference shelving
Bookshelves
Bulletin boards
Storage cabinet
Study carrel(s)
Library display racks
Chalkboard
Lighting
Carpeting
Conference/study/work tables
Media storage shelves
Mobile partitions

DESIGNING THE CENTER

Director of Facilities

In most instances, you will have to rely on the director of facilities at the sponsoring institution to arrange for and schedule renovations, telephone installation, furniture and equipment delivery, and so on. It is suggested that you invite a prominent official at the sponsoring institution (ideally, the president) to attend one of the meetings between you and the director. The official will learn about the plan first-hand, and the director will outline a realistic schedule for completion of work.

Graphics Designer

Once the design of the adult career center has been approved, contract with a graphics designer to make the signs needed to identify the center itself and the various locations within. Signs that are skillfully lettered and strategically placed will give the adult career center a professional image that will be impressive to clients.

Interior Designer

To get an idea of how other adult career centers are designed, look at the two floor plans at the end of this chapter. Show these samples to an interior designer and ask if he/she could prepare a rough layout of a design for your center site. Like the graphics designer, an interior designer can be found on your sponsoring institutions' campus in an instructional development laboratory, the public affairs office, or art department.

Take into account the following design considerations and facility options when designing your adult career center:

Will the atmosphere be formal or informal?

What kinds of furniture and equipment will be needed?

FACILITIES

Planning Task Checklist	Target Completion Date
1. Ask other adult career center directors for suggestions on equipment and furniture.	_____
2. Review supplier catalogs.	_____
3. Develop a list of equipment and furniture needed.	_____
4. Review facility needs of center with sponsoring institution's director of facilities, and with both an interior and graphics designer.	_____
5. Prepare and review a tentative architectural plan of the center site.	_____
6. Make modifications to the plan.	_____
7. Establish a schedule for	
a. ordering materials, equipment, and furniture	_____
b. carpentry, painting, electrical work	_____
c. moving furniture and equipment to the center	_____
d. preparing signs and other graphic materials	_____
e. installing telephones	_____

To what degree will the center offer self-service facilities, or an opportunity for clients to acquire career information on their own?

Which areas should be fully and partially enclosed?

What will be the traffic patterns for the flow of people within the center?

Will the noise levels of computer terminals, research areas, counseling offices, and so forth, require acoustical insulation?

Partitioning of the area should provide the following:

Reference section for career materials collection

Equipment and machines section

Storage and inventory section

Costs should be determined for the following:

Renovation

Construction

Purchase of equipment and furniture

Security measures

Many of these decisions will be determined naturally by the space itself.

Positioning of Staff

Should the center's secretary be seated in a reception area to be of assistance to clients, or be stationed out of the mainstream and nearer to the director? Where will additional staff (if any) be situated? (For example, a paraprofessional staff member hired to take care of the career materials collection should be stationed in that area.) Is it feasible for counselors to have their own offices, or may hours be structured so that they share the space? These are only a few of the questions that you will have to resolve in developing a basic plan for the space.

Self-Service Facilities

A number of clients will wish to start seeking career information on their own.

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Therefore, clearly marked areas and a system that facilitates their research will be of use to them. This self-service reference area should include a career information collection, tables, and chairs; if space permits, there may be room for some comfortable lounge chairs also.

Counseling Offices

Individual and group career counseling requires a certain degree of privacy. Therefore, some accommodation should be made to provide enclosed, private areas. A comfortable lounge chair will help put a client at ease in an individual counseling area, and several lounge chairs or a conference table and chairs are appropriate in a group counseling area.

Other Facilities

A locked storage area should be set aside for supplies and materials. A coffee dispensing area also helps to create an informal and friendly atmosphere. Since people need assistance when initially using audiovisual equipment, cameras and such should be placed conveniently near a staff person who can guide novices.

Noise Levels

Another important consideration is the level of distraction within the center. Although you may have decided to place the secretary near the career materials collection, the noise of the typewriter will be distracting to clients trying to read. Or, the rented computer-based guidance system is noisy when a printer is being used. How will you resolve these problems?

Flexibility is an important aspect of designing a center, and a flexible director will consider the following questions when planning the layout. Will the design lend itself to expansion or rearrangement? What would happen if staff were added or if a computer terminal were installed? Does layout make

Facilities Checklist

Functions and Space Options

- A. Counseling (individual or group)
 - 1. Enclosed office
 - 2. Partially enclosed area
 - 3. Open space location set apart from other areas
- B. Meetings/conferences/classes (individual or group)
 - 1. Partially enclosed area
 - 2. Open space
 - 3. Enclosed room
 - 4. Open space set apart from other areas (access to auditorium)
- C. Career materials collection
 - 1. Enclosed room
 - 2. Partitioned area
 - 3. Open space
- D. Administrative
 - 1. Enclosed office
 - 2. Partially enclosed area
- E. Reception/clerical
 - 1. Open space
- F. Testing
 - 1. Enclosed room
 - 2. Study carrel
 - 3. Partially enclosed area

it possible for furniture and equipment to be rearranged to adjust for new programs and/or the phasing out of existing ones?

COST

In most cases, cost will determine the extent of renovation and the quantity of furniture and equipment that you can order. You will probably have to make some hard decisions

FACILITIES

about the priority of purchases since the money will not stretch to pay for everything you want.

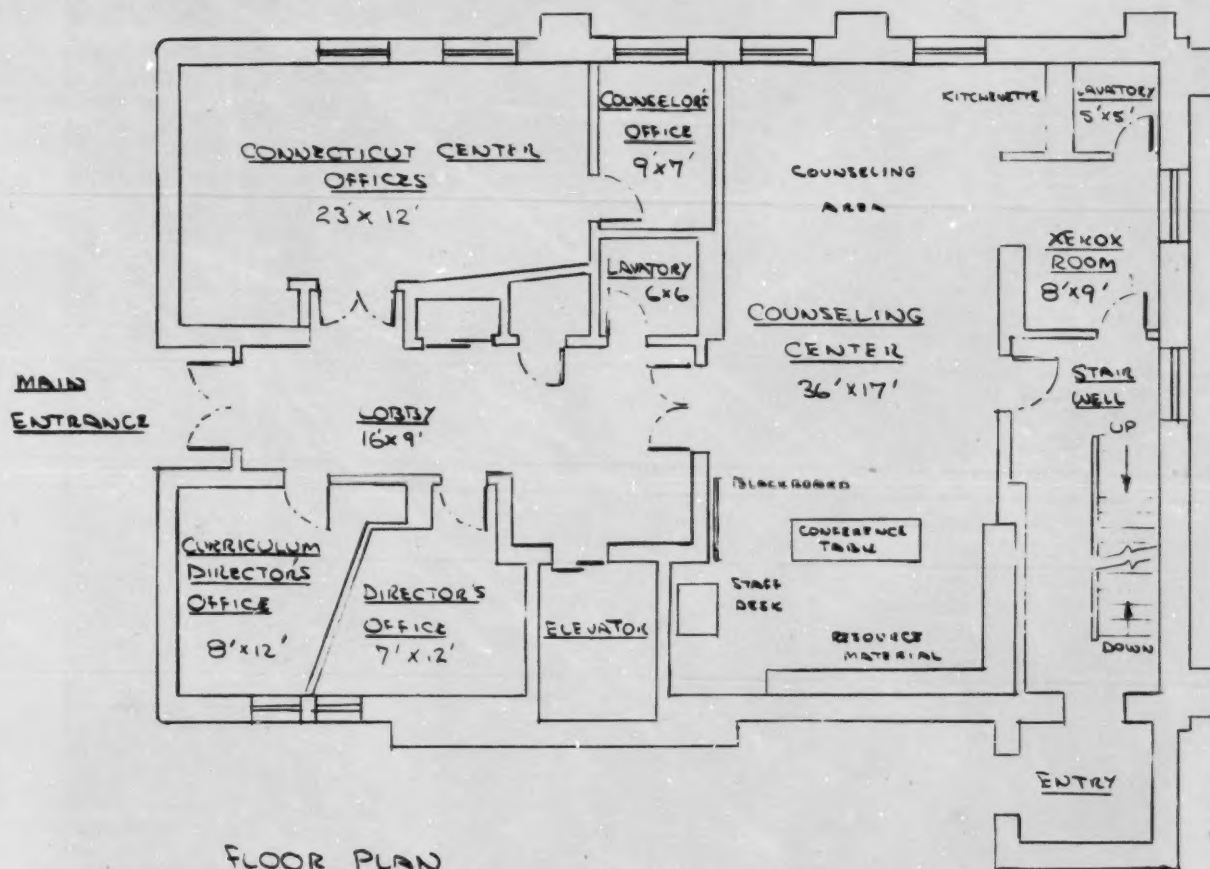
COMPLETION OF THE CENTER

In your meetings with the director, obtain and write down definite scheduling commitments and anticipated completion dates. While it is the director's responsibility to have the center completed as of a specific date, there will inevitably be delays and adjust-

ments that will have to be made in the schedule.

Be there at the start of the renovation process and when the equipment and furniture are delivered. There may be some mixup that you hadn't counted on, and it might be necessary to make adjustments on the spot.

If the details and responsibilities described in this chapter seem overwhelming, don't get discouraged. Although there can be a great expenditure of time and effort in making preparations for the facility, it is fun and exciting to see it become a reality.



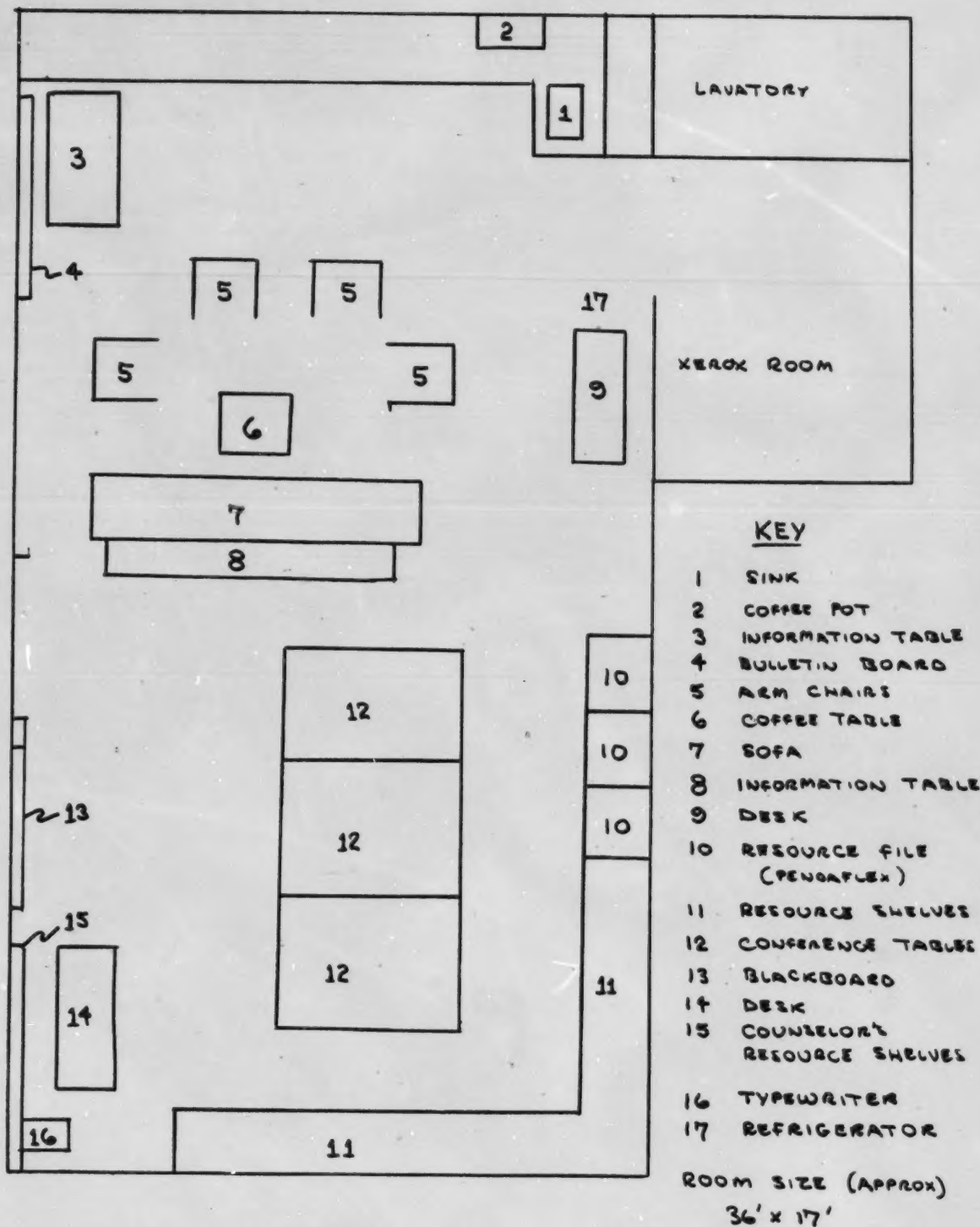
FLOOR PLAN

FAIRFIELD ADULT CAREER AND EDUCATION SERVICES

FAIRFIELD UNIVERSITY

FAIRFIELD, CONNECTICUT

SCALE: $\frac{1}{8}'' = 1'$ APPROX.



Detail: Career Center

5

STAFF

Marilyn D. Jacobson

No matter how precisely or impeccably blueprinted, the adult career center will assume character only as its staff melds purpose to practice. The image of the center presented to the sponsoring institution, to the community, and to the designated clientele will be the result of the blend of knowledge, skills, values, and beliefs held by the staff.

Once the objectives for the adult career center have been formulated, the target populations identified, and the services or outcomes expected from the programs defined, the basis for decisions regarding staff selection has actually been established. Those individuals selected to staff the center should have the requisite competencies to achieve the center's goals, or should have certain minimum competencies plus potential which can be developed over a period of time. Ideally, the proficiencies of staff members will also complement each other and contribute to the total staff capability. Therefore, during the hiring process, both initially and afterward, you must search for individuals

who are strongly motivated toward continual learning and professional development.

PRIOR CONSIDERATIONS

In this chapter, which examines the issues that bear on staffing, we offer recommendations for staff selection and development.

One of the fundamental decisions regarding staffing is the mix of one-to-one consultation, group interaction, or self-directed inquiry that you have determined makes optimal use of resources and best expresses your philosophy. The configuration of services appropriate for your adult career center and the target population shapes the size and nature of the staff. For instance, if you have chosen individual and group counseling as ideal for your purposes, you must select enough qualified counselors so that the client loads for each will be reasonable. On the other hand, if you have decided that a self-service career materials collection stocked

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with publications and manuals for self-initiated exploration is the ideal, then one career counselor or resource librarian may be sufficient. Of course, these prior considerations are based on budgetary constraints as well as theory. The amount of funds allocated to your program will certainly influence decisions regarding selection of professionals (degreed and credentialed counselors) or paraprofessionals. These same constraints also will influence your ability to hire full- or part-time individuals in either category.

Within your financial means you might choose to seek volunteers from the community; work/study or cooperative education students from your sponsoring institution; or, if available, interns and graduate students. Remember, when you depend on paraprofessionals, volunteers, and work/study students, their full training for the job—both theoretical and practical—is the director's responsibility. Graduate students and interns can be expected to have some theoretical background but little practical knowledge. Therefore, when the adult career center becomes an extension of the curriculum at the sponsoring institution, as it would if it were used as a site for field experience, the director should be aware of his/her commitment in structuring and monitoring the training of these students. The temporary nature of participation should be noted also.

One group in California has evolved a strategy for staffing a resource center's walk-in and appointment counseling services by combining a training program with a career information center. Using a leadership training model developed at a major university, the two women who are co-directors and who have both been trained and certified at the university, accept a small group for instruction. Community members who sign on as students in the program agree to volunteer 100 hours of staff time to the center in exchange for the training, which culminates in a certificate of completion. Apparently, the experience is of sufficient quality and the credential bears enough currency that participants are willing to learn and benefit from the on-the-job experience provided.

Another consideration in determining

staff needs is that of staff qualifications required by associations with whom the center might want to affiliate, or associations and accrediting bodies by whom the center might want to be appraised or sanctioned. For example, membership in Catalyst requires that at least one person associated with the center have a master's degree in guidance and counseling or in a related field. Similarly, approval by IACS* (International Association of Counseling Services) is based on the degrees and credentials of staff in addition to on-site evaluation.

Membership or approval with associations such as those mentioned, of course, must be weighed against the benefits expected to accrue to the center as a result of such a relationship or sanction. For example, if your adult career center is approved for membership in Catalyst, you will be entitled to receive Catalyst's monthly newsletter and all Catalyst-published materials on careers. Members of your center may also have access to the Catalyst library (a comprehensive collection on career issues) and are eligible for technical assistance or occasional regional meetings. In addition, your adult education center will be included in a nationally circulated list of Catalyst resource centers. Membership in IACS affords visibility, authenticity, a directory, quarterly newsletter, and meetings and workshops. Membership in these organizations is impressive and well worth any added effort and expense to join.

Particularly crucial in nature to these personnel policy decisions is the center's explicit and implicit position in the sponsoring institution's structure; for example, to whom does the director of the center report? Securing an answer to this question is a necessary first step in shaping staff and in dealing with other issues such as possible programs, the reporting system, and people or departments to whom the center will be account-

*IACS is an affiliate of the American Personnel and Guidance Association, whose membership is open to university and college counseling centers.

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able. A center reporting to the dean of students, for instance, is likely to be considered an extension of the services already provided by the sponsoring institution to the students, whereas a center reporting to the department or division of admissions at the sponsoring institution is perceived as an arm of the recruiting function.

Services, staff, and the public image are influenced by the administrative locus of the adult career center. Each department in the sponsoring institution—admissions, adult and continuing education, placement, extension, or student services—has its own imperatives. Accountability measures for staff performance may well be mandated by the position on the organization chart and reporting hierarchy. When hired for the center, staff members will need to know where they are in relation to the organization of the sponsoring institution; their wages, benefits, and educational and career opportunities; and who will be determining their raises and promotions.

In addition to knowing to whom the director will report, it is essential to know what the director's title will be. Will that person be called a "director," "coordinator," "assistant dean," and will this person be on a par with others having similar titles? Will the director or any of the counselors have faculty rank? Will they have full faculty privileges and voting power?

In some adult career centers, personnel are hired solely outside of the sponsoring institution and the center exists as an autonomous unit whereas other centers *must* draw their personnel from the sponsoring institution and are able to hire outside only when the center director has demonstrated that the necessary talent is unavailable. Still other centers use sponsoring institution staff or faculty, if all parties concur, as either regular or adjunct staff members of the center.

It is essential, therefore, that the nuances of the sponsoring institutional relationship be clarified prior to staff recruitment. Such basic questions as the following hinge on resolving the relationship to the sponsoring institution: Should center personnel be hired on academic versus administrative calendars? Are center personnel eligible for

tuition adjustments? Do center personnel have the same rights and privileges as sponsoring institution personnel? Because the barriers to reversing policies are so formidable once established, attention to these details at the outset is important.

STAFF COMPETENCIES

Now that you have resolved the preliminary considerations, you are ready to delineate the roles, responsibilities, and competencies required of the center staff. In an adult career center, there are certain essential roles and functions. A recent study conducted by the National Center for Educational Brokering (NCEB) groups these essential competencies in the following five categories: counseling, informing clients, advocating, referring, and informing the public. The researchers in this study differentiate between characteristics or *traits* of the counselor, which are unlikely to be developed during short-term in-service training, and *competencies*, which are measurable and can be acquired by short-term training or study.

The combination of services you have decided to offer defines the particular competency mix of your staff, either initially or as the center expands. Therefore, before writing up job descriptions, chart the functions or roles to be assumed by staff at your center and the specific tasks to be undertaken; then visualize how these elements become part of the job categories and, ultimately, job descriptions. If you know precisely what the tasks and responsibilities will be, the selection process is greatly facilitated. From this point on, the advertisements can be easily written, interview format established, and any ambiguity about roles and relationships anticipated. Also, you have established the basis for staff inservice training, which will be discussed later in this chapter.

Table 1 presumes a fairly comprehensive center which will offer clients one-to-one consultation, workshops, and a resource or information library. Staff roles, functions, tasks, and competencies are indicated.

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Table 1. Staff Roles, Functions, Tasks, and Competencies

<i>Role</i>	<i>Function</i>	<i>Tasks</i>	<i>Competency</i>
Counseling	Assist in career decision making	Present exercises in values clarification	Ability to develop or utilize techniques for examination of values, analysis of opportunities, assessment of strengths and constraints
		Administer and interpret tests that assess interests, aptitudes, and abilities	Ability to administer tests and analyze results
		Prepare clients for opportunities and constraints likely to be encountered in work situations	Knowledge about the world of work: employer expectations, skills, and attitudes
Advocating	Create climate supportive of career change activities in local educational institutions, community organizations, governing agencies, employers	Contact local providers to coordinate efforts on behalf of clients	Ability to establish networks or links with other organizations for referral and assistance
		Facilitate access to opportunities for clients by overcoming bureaucratic barriers	Ability to develop coalitions that foster mutual agency interests
Informing	Provide information about careers and educational opportunities	Assemble information regarding careers, career choice, educational and training opportunities, and financial assistance	Ability to access information that is accurate, current, and locally relevant
			Knowledge of how to obtain information and how to apply it to individual circumstances
			Knowledge of federal manpower programs which might be relevant, such as CETA
			Knowledge of apprenticeship, OJT, work/study, and cooperative education programs

(continued)

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Table 1. Staff Roles, Functions, Tasks, and Competencies (continued)

<i>Role</i>	<i>Function</i>	<i>Tasks</i>	<i>Competency</i>
Referring	Identify needs of clients and make referrals for support services	Refer clients to appropriate agency or institution	Ability to recognize problems and know when to make referrals for assistance Knowledge of agencies that provide day care for children and older adults, housing assistance, legal aid, family counseling, medical or psychological services
Informing Public	Communicate to relevant populations information regarding center services Communicate to targeted populations services available through center	Contact employers in effort to develop jobs Contact educational institutions in effort to smooth transitions for clients; acquaint community leaders with problems of adults in transition and activities which can smooth these crisis points Contact media about center success stories	Ability to write and speak with clarity and impact

Phase I

If your initial staff projections call for a director, one counselor, and a secretary/clerk—which we will refer to as Phase I, or a core staff—then these three people will have to divide the expertise required to create an optimum staff mix. For example, either the director or the counselor should be skilled in group process if workshops, seminars, or classes constitute a part of the center's service plan.

No matter how many staff members you hire, you will need to maintain a staff with a balance of competencies and characteristics that relates positively to your targeted population. Ideally, the composition of staff

should correspond to the composition of constituencies served in terms of gender and racial and ethnic origin.

In order to develop job descriptions, it is essential that you analyze all the responsibilities particular to each job category. The director or coordinator, for instance, is responsible for

- supervision and training of staff
- general management of material resources
- recordkeeping and budgeting

and is the liaison between the center and sponsoring institution, and between the center and community at large (including other educa-

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tional institutions and employers). Translating competencies into job descriptions is a process of grouping responsibilities and tasks, arranging them in priority order, and correlating them to competencies already delineated and to allocations budgeted for personnel.

In a core configuration, obviously the

counseling tasks are divided between the director and the counselor—either professional or paraprofessional—as dictated by budgetary considerations. When the staff is small, all three core staff members assume some administrative responsibility. A suggested responsibility/competency outline for core staff is shown in Table 2.

Table 2. Responsibilities and Competencies for a Core Staff

DIRECTOR	
<i>Responsibilities</i>	<i>Competencies</i>
Plan and implement employment and guidance activities	Ability to manage information, materials, and human resources
Establish chain of authority or accountability	Knowledge of institution and community in terms of employment, education, and human resources
Secure financial support in order to maintain and expand center activities	Knowledge of funding sources Ability to write proposals and to negotiate within sponsoring institution and with outside funding agents Ability to coordinate multiple funding sources to maximize center's fiscal security and to operationalize center's goals and objectives
Counsel individuals	Knowledge of and experience with guidance techniques
Supervise and train staff; supervise cooperative education and work/study students and interns; plan and conduct orientation, inservice training, staff development	Knowledge of adult development, learning, and career development theories; knowledge of manpower policies and legislation
Budget and manage material resources	Knowledge of basic accounting principles and financial management
Evaluate center services	Knowledge of evaluation techniques; ability to implement efficient recordkeeping procedures
Develop strategies for internal and external relations	Ability to communicate center goals and enlist support and assistance from community groups, government agencies, and employers
Establish productive community contacts	Ability to collaborate and establish a network of contacts where appropriate

(continued)

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Table 2. Responsibilities and Competencies for a Core Staff (continued)

COUNSELOR	
<i>Responsibilities</i>	<i>Competencies</i>
Access information regarding career and educational opportunities	Knowledge of sources of information; understanding of labor market data and applicability under particular circumstances
Interpret data in light of client needs	Ability to translate skills from one arena to another—e.g., from teacher to salesperson; knowledge of nontraditional occupations
Assist in values clarification, goal setting, decision making; assist in systematic assessment of life/work experience in view of career goals	Knowledge of adult development, adult learning, and career theories; knowledge of and ability to apply guidance techniques and practices; knowledge of and ability to utilize group process techniques
Refer to appropriate service where indicated	Knowledge of support services available to clients
Create climate of support; encourage confidence and self-directedness; help clients achieve positive self-concept	Ability to listen attentively and nonjudgmentally; to be empathetic, supportive, and encouraging; to convey sense of shared experience and concern
Resist stereotypes or preconceptions of clients regarding employment	Knowledge of counseling needs of special populations—e.g., senior citizens, women, racial or ethnic minorities
Administer aptitude, interest, and ability tests	Knowledge of tests; ability to administer and interpret and analyze results
SECRETARY/CLERK	
<i>Responsibilities</i>	<i>Competencies</i>
Keep records; order materials; establish and maintain file system	Ability to type, file, and process paperwork with accuracy and dispatch
Serve as intake source, scheduler, and/or referral agent	Knowledge of sponsoring institution, center programs, and center services
Maintain library; order publications	Ability to write letters and orders requesting materials, resources, and publications
Handle requests and complaints	Ability to deal with people courteously and tactfully

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These profiles are quite detailed and in a sense describe "model" persons. The job descriptions you will write should highlight the competencies that match the prospective applicant pool and that fit the budget considerations and the center's objectives. It is to be anticipated that staff will grow and develop together, especially if there is a systematic inservice training program.

A typical job description would include a descriptive statement, enumeration of essential responsibilities, requisite skills and abilities, experience and training. A sample job description for a director is given below.

RECRUITMENT

After the competencies have been identified, prioritized, and translated into job descriptions, you are ready to post the notice among position openings in your sponsoring institution or to advertise in the appropriate newspapers or journals. For a search confined to the local area, you might post notices in your

sponsoring institution's placement, personnel, or alumni offices; in relevant academic discipline offices; at the U.S. Employment Service office; advertise in local newspapers; or send letters with descriptions to other college or university placement offices and to community leaders. For a national search, you might place advertisements in *The Chronicle of Higher Education* or the Sunday "Week in Review" section of the *New York Times*. As part of a search for professionally certified counselors, you might contact local associations or chapters of national professional associations such as IACS or American Personnel and Guidance Association (APGA), which maintain job rosters for their members. When searching for paraprofessionals, you might submit job descriptions to teacher associations, community action groups, or neighborhood assistance centers where professionals are attuned to the helping relationship.

Responses need to be ranked according to the degree of fit between applicant qualifications and adult career center requirements.

Job Description

DIRECTOR

The director of the Adult Career Center will report to the Dean of Adult and Continuing Education. The director will perform the following functions:

1. Administer the budget and material resources allocated to the center.
2. Coordinate activities of the center with appropriate division or department heads.
3. Develop and implement a staff inservice plan that will provide both professionals and paraprofessionals with requisite training for center programs.
4. Initiate programs that are geared to achieve center goals and objectives.
5. Establish contacts, coalitions, and agreements in the community that are likely to further center initiatives.
6. Represent the center within the sponsoring institution at relevant administrative meetings.

The director should have a bachelor's degree (a master's in guidance and counseling preferred) or equivalent experience; a background in the career counseling of adults in both private and group settings; experience in administering a program, organization, or agency; and knowledge of financial management.

This is a 12-month position.

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Interviews should be scheduled in compliance with the policies established by the center in conjunction with the sponsoring institution. A caution might be noted here: where there are numerous responses for a particular position, only the five to ten most outstanding applicants need to be interviewed. If a selection cannot be made from that number, then arrange for additional interviews from the larger pool. While considerations of fairness might prompt you to extend the interview procedure to all applicants, in reality such wholesale interviewing is neither advisable nor productive.

When candidates are deficient in some area but are clearly distinguished or show promise in others, you might want to exercise flexibility and relax the hiring criteria. Because career counseling for adults in the college setting is a relatively new endeavor, few of the applicants will have had direct experience. Some applicants may have degrees and no experience while some may have experience in unpaid or volunteer work; others may have little formal schooling but have experience in manpower programs such as those developed under MDTA (Manpower Development and Training Act) and CETA. The presence or absence of education or work credentials might not be indicative of a candidate's actual ability. More noteworthy, perhaps, is the extent to which the life experiences of a candidate parallel those of the center's anticipated clientele.

Our assumption in this chapter has been that center planners initiate the search for center staff. In many instances the person who will be appointed director is among those planners. (Certainly, it is desirable that the director be included in the planning process.) In any event, the director is hired first and either accepts total responsibility for the hiring of all additional personnel or is instrumental in all phases of the recruitment process.

INTERVIEW

Obviously, there is no perfect interview technique, nor is any *consistent*, or "pat,"

interview technique applicable to all circumstances. However, we suggest that you structure a general interview framework to highlight the elements of the particular job description you would like your applicants to fit. A positive outcome of the consistent interview technique is that every person interviewed receives the same and complete information and that all decisions will be based on the fact that that data has been relayed and assimilated. You will also have the assurance that the interview was conducted in full compliance with national laws and institutional policies. A negative consequence of the consistent interview technique might be that the session is conducted with stiffness and too much formality, creating uneasiness on the part of both the interviewer and interviewee. However, it is possible to structure a format that allows for free-wheeling dialogue, digressions, and spontaneity.

Some interviewers prefer to structure their interviews by first inquiring about the candidate's values and attitudes. The sequence of questions might begin with a request for a personal history and then to relate experiences in activities that correlate to adult career center objectives. Other interviewers prefer to query the applicant more directly about job-related items and then, as the climate warms up between them, personalize the discussion. Whatever the sequence, the interviewer sets the tone and should be comfortable with the format as designed.

Since the five categories delineated by NCEB incorporate those competencies essential for a career counselor, they can serve as a framework for developing an interview with a potential career counselor at your center. Examples of questions based on four of these five dimensions follow:

Counseling: How do you help an adult contemplating a career change examine his/her options? What tests have you utilized to help adults clarify their interests or aptitudes?

Advocating: How do you assist individuals in translating their skills from one career to another? How do you help adults select an academic program consistent with their goals and within their financial constraints?

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Informing: In counseling adults regarding the viability of career goals, what sources of information do you find most useful? What resources have you drawn upon in the community to acquire information for a client?

Referring: What do you do when an individual is stymied in counseling because of a marital problem? How do you counsel drug abusers or alcoholics?

Answers to these questions should reveal the breadth of knowledge and experience of the person interviewed. It is up to the interviewer to assess the individual's knowledge of counseling theory, facility in establishing networks, ability to access and interpret information, awareness of community resources, and communication skills.

Once you have ascertained the depth of the person's background germane to the job description, you might probe for details. Usually, the application (letter or form) or resume provides a good springboard for this insight. For instance, the interviewer might say, "I see you have some experience with group process. Can you describe the techniques you use when a participant attempts to monopolize the group?"

You will want to explore an applicant's attitudes toward prospective clients and expose any latent biases and stereotypical attitudes regarding people on the basis of age, gender, race, or ethnicity. You can learn quite a bit about an applicant's predictable behavior patterns by asking situational questions or setting up role-playing exercises. For example, you might ask questions such as the following: What advice would you give a post-retiree who wants to return to work? How would you counsel a woman in her thirties whose husband is subject to career relocations, but who wants to embark on a degree program? What recommendations would you make to a male college graduate in his thirties who wants to be accepted into a medical school?

The material discussed so far in this section concerns relaying information about the job and learning about the applicant. However, the interview is a two-way process. Therefore, you must relay information to the

applicant about the center's mission and goals and its plans for achieving them, anticipate and expect to answer the applicant's questions regarding salary and benefits, and inform the applicant about the career potential of this particular job. You might discuss the latter by explaining the career ladder (direct steps in career advancement) or career lattices (indirect career paths) that can be climbed in the adult career center, the sponsoring institution, and/or the profession itself.

The Interview Checklist below should be reviewed after the interview in order that you may be sure all points were covered.

Interview Checklist

1. Has the interview elicited the presence or absence of the basic competencies?
2. Has the applicant offered evidence of or substantiation for knowledge and ability professed from the experience cited on the resume?
3. Does the applicant display attitudes and values appropriate to the center's goals?
4. Is the applicant relatively free of biases or stereotypes? Does the applicant respect the uniqueness and personal worth of others?
5. Based on role playing or simulations, does the applicant demonstrate a profile of predictable behavior consistent with center goals?
6. Does the applicant's style of relationship promise to be compatible with other staff members?
7. Has the interviewer discussed the potential for personal and career growth within the center?

STAFF SELECTION

Regardless of whether you've interviewed five or fifty applicants, the moment of decision is always difficult. After all the formal criteria of the decision have been reviewed and you have winnowed the appli-

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cant pool down to those who have the competencies you require, you still must deal with those personal qualities which sometimes make the difference between an inspired or charismatic staff member and an indifferent one. At this point, the references offered by the applicant may be of some assistance. Recommendations sometimes fill in the gaps of knowledge accumulated about a candidate. Whenever feasible, telephone conversations with references regarding a candidate's qualifications are suggested.

The interview should have revealed some fundamental qualifications. Is the applicant a good problem solver? Can the applicant mobilize information and resources on a problem? Is the applicant a good synthesizer? Of considerable note is the extent to which the applicant's skills complement the skills of other staff members. And, you need to assess the applicant's compatability with the adult career center's goals and mission. Will the person function as part of the staff team? As part of the sponsoring institution? Can the person represent both the adult career center and the sponsoring institution?

The choice ultimately rests on the applicant's level of articulateness, commitment, and potential for growth. Perhaps it is the latter that will prove the most conclusive—especially when the positions are part-time or paraprofessional.

CENTER EXPANSION

So far, the staffing discussion has been confined, for the most part, to the Phase I core staff model. Enlargement of this model generally means adding other counselors and clerks (either on a full- or part-time basis) to complement the existing staff.

Phase II

Colleges, universities, and community colleges with multiple sites frequently add Phase II, or an outreach effort, by stationing additional counselors at branch campuses who report to the center director and draw ma-

terials from the center. In some cases, Phase II is extended to storefronts, churches, employer cafeterias, community organizations, and the deployment of mobile vans.

The counselors required to staff these outposts have training and competencies comparable to the core staff counselor. The center in this instance might work extra hours or add to the responsibilities of existing staff as the need for additional services becomes evident. The addition of aides, paraprofessionals, or volunteers to a professional staff is a popular option. Not all centers may find Phase II to be necessary.

Phase III

Phase III, another growth model, is predicated on expansion by adding specialists other than career counselors. For example, as a center grows, the tasks involved in developing and maintaining the career materials collection might become so time-consuming and complex that a professional or paraprofessional librarian might be required to organize, catalog, and operate it. Or, if job placement becomes a major effort of the center, a job developer may be needed to establish contacts with employers, maintain a file of job listings, and actually match people with current job openings. Other specialists whose expert services might enhance the center's operation might include a needs assessment specialist; work/study coordinator/monitor; and instructors in Adult Basic Education (ABE), money management, or assertiveness training.

Phase IV

Phase IV, a comprehensive center, incorporates almost all the elements pertinent to an ideal educational/career guidance situation. In addition to a core setup for full-timers, the Phase IV staff is an adjunct that works part-time or on a consulting basis. Very few adult career centers have expanded to this stage, although it has been cited as a goal worth striving for. A comprehensive adult

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career center might be comprised of a staff whose primary responsibilities are outlined below:

- intake and referral
- test administration, analysis, and diagnosis (assessment specialists)
- professional counseling (psychologist)
- instruction in ESL (English as a Second Language), ABE, or GED
- job development, placement, and searches (personnel professionals)
- child care
- legal aid
- vocational rehabilitation

Phase IV's vast network of counselors, instructors, or specialists can be made available to clients on very short notice, or on a part-time or adjunct basis. And, by identifying a number of prospective staffers, the center is able to respond to the many needs of its clientele. The obvious advantage of Phase IV is low cost to the center, which would be unable to retain such a large and expert full-time staff.

Phase IV, however, has two serious limitations which must be calculated as part of the cost/benefit ratio: first, the pool of staff members must adhere to center philosophy and goals, and be as closely screened as permanent staff since they will reflect the center every bit as much as full-timers; second, the adjunct staff's lack of collegiality and sense of identification with the full-time community may create a feeling of isolation which will most assuredly be displayed to clients.

These detrimental side effects can be mitigated, however, by a director who anticipates them and makes a concerted effort to include all adjunct personnel in the communications network, assuring them that all adult career center news and information will also be disseminated to current or prospective adjunct staff. Formal staff orientation and inservice training must also extend to all full- and part-timers. Adjunct staff members' time is often committed elsewhere, a circumstance which increases the director's burden of arranging meetings and providing training to part-timers commensurate with

that provided for full-timers. The director will have to weigh the advantages and disadvantages, and discover a balance that is workable.

In addition to the availability of courses and resident expertise, attachment to a sponsoring institution of higher education often presents opportunities for research and development into the areas of careers and jobs. Faculty and students capable and experienced in R&D can assist the center in meeting its objectives by conducting relevant labor market and marketing surveys. Appropriate expertise can be drawn upon to augment staff efforts in developing alternative delivery modes, counseling techniques, and evaluation designs. All these supplementary efforts will enhance the center's effectiveness in meeting client needs.

ORIENTATION

The period of staff orientation, particularly while the center is about to be actualized from the blueprint stage, is a time when patterns of camaraderie and collegiality can be established that will set the tone for personnel interaction at the center for some time. A sense of cohesiveness and continuity is especially meaningful for staff members who work part-time. An orientation workshop or retreat (if possible, this is more desirable) provides an opportunity to present the center's mission, goals, philosophy, and preferred style for relating to clients as well as to inform staff of policies and procedures.

Orientation, whether conducted individually or with a group, must generally encompass the five categories covered in the Orientation Checklist (opposite page). Each staff member must reflect the center's philosophy, policies, and procedures. Unity, consistency, and, ultimately, effectiveness demand constant adherence to rules.

COMPENSATION

Little can be said about compensation that is universally applicable, as much depends on the locality and cost-of-living standards in the

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Orientation Checklist

- A. Philosophy
 - 1. Role and approach of counselors
 - 2. Relationship of adult career center to sponsoring institution (opportunities and constraints)
 - 3. Center's accountability—financial and programmatic: To whom? When? What form?
 - 4. Relationship of each job to the whole
- B. Goals and Objectives
 - 1. Center's long- and short-range goals
 - 2. Plan for accomplishment of goals
 - 3. Relationship of staff member goals to center goals
- C. Policies
 - 1. Staff meetings: Topics discussed? When scheduled?
 - 2. Referral: When? To whom?
 - 3. Test selection, interpretation, and utilization
- D. Procedures
 - 1. Intake
 - 2. Individual consultation and group process
 - 3. Follow-up
- E. Service Introduction—Basic Skill Building
 - 1. Role playing, simulations
 - 2. Standard information sources—e.g., *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*
 - 3. Decision-making model
 - 4. Referrals
 - 5. Glossary of pertinent terminology

community, prevailing wage structures within the sponsoring institution, and differences in training and credentialing. By defining *compensation* in the broadest sense here, we will include the various levels of reward that individuals derive from their work. Recent literature tells us that workers are not motivated solely by financial consideration; rather, quality of supervision, work environment, job security, chance for promotion, and degree of autonomy play major parts in job satisfaction. Of these, we have singled out personal and professional growth as areas of primary concern to staff members of adult career centers. In their incipient stages, adult career centers often are not able to be generous or even competitive in compensating staff through salary or benefits. Therefore, the director

must be attentive to career development and focus on opportunities within the center and sponsoring institution for learning and professional advancement.

STAFF DEVELOPMENT

There are several avenues available for staff development. For centers located within sponsoring institutions, there usually are courses, workshops, and seminars which center staff can take as part of a degree program or, informally, as auditors or special students. Professional associations, local organizations, and government agencies frequently offer seminars, conferences, and workshops which present information and

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provide forums for an exchange of techniques or opportunities for skill building. However, inservice training provided by the center director for the staff is probably the most popular. A systematic approach to inservice training enables the staff to develop and grow together.

For an effective staff development program, inservice professional development can be divided for convenience into general categories as outlined in the Professional Development Checklist (opposite page).

Inservice training, which attempts to fill in the gaps of an individual's knowledge base, can be accomplished by assignments of the director followed by staff discussions. To guide the staff in acquiring the relevant competencies, the director needs to program assignments skillfully, assessing what new learning is vital and tailoring the level and approach of the presentation to the staff.

The discussion below, Inservice Curriculum, suggests a first-year staff development curriculum predicated on a once-a-month meeting. If a proposed meeting is heavily dominated by lecture or information dispersal, the director is urged to create opportunities for hands-on experience as well.

A practical and rewarding alternative to training sessions is to meet with counterparts in the community and introduce the staff not only to persons and other services, but to the milieu of the target populations. Inservice training can be costly. Mutual efforts reduce costs while promoting networks of information and contacts.

INSERVICE CURRICULUM

Internal Relations

Objective. To develop competencies in advocating, referring, and informing the public. Conducted with faculty and staff of the sponsoring institution whose courses, services, or interests correspond with the adult career center's activities. The objective is to create a climate of mutual respect and accommodation and to enable center personnel to learn about the material and human resources available within the sponsoring institution.

Community and External Relations

Objective. To develop competencies in advocating, referring, and informing the public. Invited speakers and presenters from community organizations, associations, unions, employers, human service agencies, libraries, and employment agencies can provide staff with information about material and human resources available in the community. Furthermore, such meetings will acquaint guests with center goals and activities. There will be an opportunity for everyone to exchange information and develop some mutually beneficial coalitions. As an alternative to the monthly meeting, each staff member might interview representatives from these agencies and organizations and subsequently share their reports with the rest of the staff.

Information Sources

Objective. To develop competency in informing. Awareness of standard information sources will help staffers in locating pertinent data and in interpreting it in light of user needs. If possible, arrange to have representatives from the organizations below speak before your staff or in conjunction with counterpart centers in nearby colleges and with agencies, community-based organizations, or freestanding centers with similar missions and goals. By assembling a collective audience, the center can defray speaker or travel expenses.

- State Occupational Information Coordinating Committee (SOICC)
- Educational Information Centers (EIC)—now in 50 states
- State Department of Education, or Department of Adult Vocational and Technical Education
- Employment security or job service agencies
- Department of Vocational Rehabilitation
- Career Information Systems (CIS)—by 1980, will have offices in 20 states
- State scholarship commissions

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Professional Development Checklist

- I. Knowledge base (readings from designated authors suggested)
 - A. Adult development theory
 - 1. Bernice Neugarten
 - 2. Robert Havighurst
 - 3. Daniel Levinson
 - 4. Roger Gould
 - B. Adult learning
 - 1. Malcolm Knowles
 - 2. Cyril Houle
 - 3. K. Patricia Cross
 - 4. Ronald Gross
 - C. Career development theory
 - 1. Eli Ginzberg
 - 2. John Holland
 - 3. Donald Super
 - D. Labor market trends, cycles, patterns
 - 1. Bureau of Labor Statistics
 - 2. U. S. Bureau of the Census
 - 3. Employment and Training Reports of the President (U. S. Department of Labor)
 - 4. Reports from American Management Associations (AMA), RAND Corporation, Upjohn Institute, National Commission on Productivity and Work Quality
 - E. Educational opportunities for adults
 - 1. External degrees
 - 2. Council for the Advancement of Experiential Learning (CAEL)
 - 3. Experiential learning
 - 4. Time-shortened degrees
 - 5. Nontraditional options
- II. Competency clusters†
 - A. Counseling
 - B. Advocating
 - C. Informing
 - D. Referring
 - E. Informing the public

†The National Center for Educational Brokering *Manual for Selection and Training of Counselors of Adults* is due to be published in December 1980. Your center may wish to acquire a copy. Competency-based modules published by Northwest Regional Educational Laboratories as part of the SAGE project also might complement your staff development program.

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• Educational Opportunity Centers (EOC)—22 centers nationally

Agencies which cannot send a representative should be asked to send you materials describing their programs and services.

CETA and Other Supported Work Programs

Objective. To develop competencies in counseling, advocating, informing, and referring. Because the Comprehensive Employment and Training Act has applications that might well correspond to the needs of your constituencies, a knowledge of the legislation and its ramifications is essential. For this workshop, the director should invite a CETA prime sponsor or representative from the Governor's Office of Manpower (however denoted in your state) who serves as the administrator for balance-of-state and governor's discretionary funds allocated under CETA. A description of each title of the Act, as well as the inherent mandates and opportunities, should provide an excellent basis for discussion.

Role Playing, Simulations, and Games

Objective. Competencies in counseling and advocating. As an interlude from sessions that predominantly involve data, this session might be structured for relaxed interaction based on situations and problems frequently encountered at the adult career center. An extension of this program might include suggestions for adapting these techniques to the counseling situation.

Computer-Based Information Services

Objective. To develop competencies in informing and counseling. Within the last 15 years, computer-based guidance information systems have been developed to expand the

capacity for data storage and retrieval. The center's access to these systems could prove useful. Certainly, knowledge of these operations is important to staff. Representatives from SOICC, EOC, or CIS could enlarge the staff's awareness and appreciation of the computer capability with respect to career and educational information.

Counseling Needs of Special Client Groups

Objective. To develop competencies in counseling and advocating. Any one of three program alternatives could expand staff knowledge about special populations (e.g., senior citizens, women, Hispanics, blacks, veterans, the handicapped): the director might convene a panel of representatives from local associations which serve special populations; role play counseling situations could be developed which involve these special groups, and strategies could be developed for response (most effective when there is some expert assistance); readings drawn from researchers who have studied the problem of special populations could be discussed. (*The Journal of Non-White Concerns*, published through APGA, might be useful in this context.)

Internal Labor Markets

Objective. To develop competencies in informing and advocating. Since awareness of the work environment and opportunities for employee advancement are critical in career decision making and since counselor knowledge of the inner workings of different job sites is usually limited, this kind of session can be invaluable. Visitors from local department stores, hospitals, banks, corporations, and so forth, can explain their organizational structures, work climates, and promotion patterns. Sending staff to the work sites for inservice training has advantages. While it precludes the gathering of information about multiple sites, it enables in-depth knowledge of one or more work environments.

STAFF

Apprenticeships, Nontraditional Work Options, and Cooperative Education

Objective. To develop competencies in informing, referring, and advocating. The director might invite a representative from the Bureau of Apprenticeship and Training (BAT), representatives from unions and corporations that sponsor apprenticeship programs, and others who are knowledgeable about and supportive of on-the-job training programs that might apply to your center's clientele. Also, be sure to include the cooperative education program director if there is such a program at your sponsoring institution.

Translating Skills

Objective. To develop competencies in counseling, informing, and advocating. As an emerging area for counselor intervention, helping clients see and describe the transferability of skills (from one job to another, from work to education, from education to work, and so forth) requires some orientation. Materials produced by CAEL describe the process and offer guidelines for facilitation. CAEL's address is: American City Building, Suite 208, Columbia, MD 21044. Telephone: (301) 997-3535.

Alternative Educational and Training Options

Objective. To develop competencies in informing, counseling, and advocating. Within the last 20 years, so many alternative and nontraditional programs have been developed that prospective students returning after a hiatus need assistance with the maze of options open to them. Often counselors need some indoctrination as well. Persons knowledgeable in the continuing education area or department of education in your sponsoring institution might be willing to update your staff, and you may wish to invite guests from relevant programs.

Alternative Work Options

Objective. To develop competencies in informing, advocating, and counseling. "Flexitime," job sharing, phased retirement, and compressed work weeks are only a few of the alternatives available, and counselor awareness of these options could be crucial. Only a competent discussion leader should conduct this workshop, preferably a well-informed employer in the community. If informed leadership is unavailable, the session can be structured as an informal discussion based on such readings as the following:

Publications from New Ways to Work, an organization in Palo Alto, California:

"Job Sharing in the Schools: A Study of Nine Bay Area Districts"

"The People's Guide to a Community Work Center"

"Working Less But Enjoying It More: A Guide to Splitting or Sharing Your Job"

"A Booklet of General Information about Job Sharing"

"Job Sharing: Final Report of a CETA-Funded Project"

Hedges, Janice M., "How Many Days Make a Workweek?" *Monthly Labor Review*, 98:29-36, April 1975.

Martin, V. H., *Hours of Work When Workers Can Choose: The Experiences of 59 Organizations with Employee-Chosen Staggered Hours and Flexitime*. Washington, DC: Business and Professional Women's Foundation, 1975.

Nollen, S. D., and V. H. Martin, *Alternative Work Schedules*. Part I: Flexitime. Part II: Permanent Part-Time. Part III: The Compressed Work Week. New York: AMACOM, 1978.

Owen, J. D., "Workweeks and Leisure: An Analysis of Trends, 1948-75," *Monthly Labor Review*, 99:3-8, August 1976.

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Swart, J. C., *A Flexible Approach to Working Hours*. New York: AMACOM, 1978.

PERFORMANCE APPRAISAL

All employees are entitled to have their performance evaluated. However, often supervisors postpone this task because they consider it difficult or onerous. Evaluation may occur both informally and formally. Informal response is characterized by immediate feedback to a situation or event. Praise is most reinforcing when it is spontaneous and in direct relation to an occasion. Similarly, it is wiser to give constructive feedback at the time of provocation rather than postpone it until a formal review. Formal evaluation, which is part of a systematic approach initiated at the inception of the adult career center, calls for regularly scheduled opportunities for performance assessment. Preferably, the evaluation process is part of staff development.

The first step in devising a performance review policy is to consider the various sources from which to collect your information and to identify all the persons reviewing the evaluations (see the section Prior Considerations at the beginning of this chapter).

Ideally, performance appraisals are used for professional improvement as well as salary considerations. Therefore, evaluative documents should be written with both of these objectives in mind and should be available to the individual in question. (This

process is less complicated if the evaluation is confined within the adult career center and does not involve the sponsoring institution.)

Evaluation is a sensitive area and there is little agreement in the literature regarding the optimum procedure for counselor performance appraisal. Since most personnel in adult career centers have client contact, evaluation for all concerned includes the more ephemeral considerations of client interaction. In this author's opinion, attempts to quantify counselor activity on the basis of time spent with clients or numbers of people placed or enrolled are simplistic and miss the more subtle aspects of the counselor/client relationship. Instead, we suggest an approach that takes into account assessments written by the counselor, clients, co-workers, and director. The following criteria should be given basic consideration:

- Value of time spent with clients (major determinant is the degree to which clients have been able to make informed choices and act on their own)
- Quality of relationship between staff and director
- Personal growth (partly measured by plans and their execution)

In a climate where mutual growth is fostered, staff selection will be conducted with care, and staff development will be systematic and thorough. Performance appraisal should contribute to and reinforce the adult career center's accomplishment of goals.

6

FINANCES

Juliet F. Brudney

MAKING ENDS MEET

Objectives, operations, and outcomes—the vital organs of every adult career center—will not flourish without a viable budget. What are the costs of achieving the objectives, providing the services, and producing the outcomes? How are these costs to be met? Must the practitioner be an expert accountant, economist, or fundraiser to cope with these all-important questions effectively?

This chapter penetrates the murky mysteries of financing, which too often bore and/or intimidate practitioners. The only skills required to comprehend and carry out the guidelines set forth here are common sense, diligence, simple arithmetic, and the application of one critical principle: integration of budget planning with program planning and implementation.

The center's program is comprised of its services, materials, facilities, staff, and marketing; the center's budget consists of its costs, expenditures, fees, contracts, and contributions. These two items are on opposite sides of the same coin but must always be in phase with each other. Changes in costs must be synchronized with income projections and program plans. Income shortfall must be reflected in reductions in costs and/or services, and so on. If the program is frequently reexamined in the light of expenditures and income—i.e., budget—and vice versa, an adult career center will be able to implement its objectives and thus make ends meet. A new center has no past of its own but can learn from the experience of similar operations. This section describes two adult career centers and their projections from preliminary cost estimates to a full-scale expense budget.

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Case Studies*

NOBEL ADULT CAREER CENTER

The center is now in its third year at Nobel Community College. Nobel has been approved as a nonprofit institution by the state in which it is located and is the recipient of an IRS tax-exempt ruling. The center is housed in the basement of the sponsoring institution's central administration building, and most of its furniture and equipment have been donated. For a \$25 annual fee, clients as well as other interested individuals can use its career materials collection of books, pamphlets, and periodicals on career options; attend frequent workshops about particular occupational fields; and receive a monthly newsletter about local employment opportunities and trends. From September 1 to June 30, the center is open four weekdays from 11:00 a.m. to 8:00 p.m. and Saturdays from 9:00 a.m. to 5:00 p.m.

The expenditure budget for the current year (Table 1) stands at \$30,339 and includes a \$2,000 contingency fund to guard against income shortfall. Income is budgeted to include client fees, \$9,500; foundation grants, \$9,500; government assistance, \$10,000; and individual gifts, \$1,700. Because of personnel salary raises and inflationary effects on other costs, next year's preliminary expenditure budget has been set at \$32,339, a \$2,000 increase over last year (Table 1). The contingency fund is in next year's budget, again because this year's will probably be dried up. Foundation gifts have been lower than expected. Basic services to clients will be similar to those offered this year.

PULITZER ADULT CAREER CENTER

Pulitzer Adult Career Center, sponsored by a small liberal arts university, has been certified as nonprofit by the state and tax-exempt by the IRS. The center, a new undertaking, will occupy an entire floor of the student union building at the nominal rent

per square foot charged to all union tenants. The School of Education, instrumental in the center's creation, will assign two third-year graduate students specializing in vocational counseling to supervise operations. Each of them will work approximately 20 hours a week during the academic year.

The university's regular overhead, 25% of all expenditures, will be waived for at least the first year, except on grants and contracts from the government, corporations, and foundations. The sponsoring institution's business office, however, will handle all book-keeping, fiscal reporting and accounting, purchasing, and so forth.

The center will be open during the summer to serve the large summer school population, although the graduate students will not work between June 15 and September 15. The center's hours will be from 9:00 a.m. to 6:00 p.m. three weekdays, plus two evenings. The other two weekdays will be reserved for special services to groups outside the university. Students and university employees will pay a \$25 annual fee to participate in the center. Other clients will be charged \$50.

Costs for its initial operating year are estimated at \$27,000 (Table 2). A local corporation has agreed to provide multimedia materials about career options for the center's career materials collection, which will be equipped by the sponsoring institution with basic furniture and audiovisual projectors.

OBTAINING FUNDS

Estimating Resources

Support for an adult career center can be derived from a variety of sources: clients; grants and contracts from government, foundations, businesses, unions, and community agencies; and donations from individuals. Assistance can be in cash, goods, and services. Cash gifts are often earmarked for particular programs, populations, or physical facilities. Every center must have some unrestricted dollars to fill in the gaps between these designated funds.

Return now to the description of the first center (Nobel). \$32,339 of expenditures have

*The case studies referred to throughout this chapter (Nobel, Pulitzer, Career Ladders, Evadam, Workworld, and Locust) are hypothetical and bear little or no resemblance to actual adult career centers.

Table 1. Nobel Adult Career Center Expense Budget—198X

Space	\$ 1,296.00
Cleaning Services	\$ 1,056.00
6 hours per week (44 weeks at \$4 per hour)	
Electricity	\$ 240.00
12 months at an average of \$20 per month	
Note: Heat, repairs, and insurance are covered by the sponsoring institution.	
Personnel	\$18,250.00
Director	\$13,800.00
\$12,000 per year times 15% for benefits (social security, unemployment, major medical)	
Secretary	\$ 3,450.00
\$3,000 for half-time times 15% for benefits	
Interns (2)	\$ 1,000.00
Stipends of \$500 per intern (each intern works half-time)	
Equipment	\$ 500.00
Typewriter rental	\$ 250.00
\$25 per month times 10 months	
3 new book racks	Contributed
Furniture recovering	\$ 250.00
Slide projector	Contributed
Materials	\$ 700.00
Office Supplies	\$ 300.00
\$30 per month times 10 months	
Books, pamphlets, periodical subscriptions	\$ 200.00
Audiovisual rentals	\$ 200.00
Incidental Necessities	\$ 1,510.00
Telephone	\$ 360.00
Postage	\$ 300.00
\$30 per month times 10 months	
Copying	\$ 300.00
Carfare/travel	\$ 250.00
\$25 per month times 10 months	
Hospitality	\$ 300.00
Refreshments for workshops and fundraisers	
Printing	Corporate Contribution
Overhead	\$ 6,083.00
33 1/3% of personnel salaries	\$ 6,083.00
Covers all purchasing, payroll, financial reports, accounting, plus general supervision	
Total Expenses	\$28,339.00
Plus Contingency Fund	\$ 2,000.00
Grand Total	\$30,339.00

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Table 2. Pulitzer Adult Career Center Expense Budget—198X

Space	\$ 2,400.00
Rent	\$ 2,400.00
\$3 per square foot times 800 square feet (includes utilities, cleaning, repairs, and insurance)	
Personnel	\$15,030.00
Counseling supervisor	University
9/15 to 6/15	Contribution
Summer Counselor	\$ 2,500.00
Administrative assistant	\$10,030.00
\$8,500 per year plus 18% fringe benefits	
Consultants	\$ 2,500.00
100 hours at \$25 per hour	
Equipment	\$ 1,300.00
Library	University
	Contribution
Typewriter	\$ 500.00
Office furniture	\$ 800.00
Materials	\$ 1,000.00
Library	Corporate
	Contribution
Office Supplies	\$ 600.00
Audiovisual rentals	\$ 400.00
Incidental Necessities	\$ 2,800.00
Telephone	\$ 700.00
Postage	\$ 400.00
Carfare/travel	\$ 700.00
Hospitality	\$ 400.00
Printing/copying	\$ 600.00
Overhead	\$ 3,750.00
25% of \$15,000 in institutional grants and contracts (estimate)	\$ 3,750.00
Contingency Fund	\$ 720.00
Total Expenditures	\$27,000.00

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been estimated for the next fiscal year, and the following support has been projected:

Fees from clients. Last year the center served 250 adults. During the first half of the current fiscal year, 175 individuals paid the \$25 annual fee. Next year the center plans to register 400 clients for a total income of \$10,000.

Foundations. A proposal will be submitted to the five foundations in the city in which Nobel is located. All the foundations are small. According to their annual reports, last year their gifts ranged from \$2,000 to \$5,000. The proposed project, to be supervised by the Nobel Adult Career Center's director, involves the creation of two internships. These positions will be filled by women who have been out of the labor market for several years and are interested in a counseling career. They will be given special training by the center's director and will assist in all the center's activities. If they perform well, the center will help them find permanent employment or further professional training.

The proposal budget includes stipends of \$500 per intern; one-fifth of the director's and secretary's time (\$3,450); a proportion of the cost of telephone, postage, supplies, and so on (\$1,000); and 33 1/3% overhead on one-fifth of personnel salaries (\$1,150).

If the total received from all the foundations comes to more than this \$6,600, a third intern could be added.

Government. A proposal has already been approved by the state's department of education to help the growing number of unemployed teachers explore, select, and seek training and/or employment in alternative occupations. Therefore, the budget in the proposal calls for a part-time coordinator and secretary (\$9,000), space costs (\$1,500), and incidental necessities, for a total of \$12,000. This \$12,000 will help meet the amount of money needed to cover costs in the proposed budget (\$32,339).

The state government restricts overhead to 15 percent of the total cost of the project (\$1,800). The community college sponsor,

however, requires its subdivisions to pay 33 1/3% of personnel salaries (in this case, \$3,000). The Nobel Adult Career Center must, therefore, give the college the \$1,800 overhead item plus all but \$100 of the space item. Thus, although the center's services will be expanded, its expenditure budget will receive only \$1,000 or so of support.

Nobel has submitted a second proposal to the local CETA office, allowing CETA participants to use the center's resource materials for staff training. The center's director will provide weekly orientation sessions and the interns will serve as librarians. The proposal budget includes 100 hours of center personnel time for \$2,500, space charges of \$1,500, and incidental necessities of \$500. CETA limits overhead to 10 percent, bringing the total request to \$4,950. Because there are no additional personnel to be hired, the entire amount can be used to support the center's expenditure budget.

Fundraising. An additional \$1,000 net is to be raised by a repeat of last year's highly successful supper dance for clients and their friends (to be discussed more fully later on in this chapter).

If all proposals are funded, as requested, and if the income expected from users materializes, the center will have \$23,550 to support its \$32,339 expenditure budget for the next fiscal year:

Fees	\$10,000.00
Foundations	\$ 6,600.00
Government	\$ 5,950.00
Fundraisers	\$ 1,000.00

How can the remaining funds be raised? How can additional *net* support be generated? We have seen that support *per se* is insufficient. A \$10,000 grant may provide only a few hundred dollars for the budget because additional staff, overhead to the community college sponsor, and other costs must be paid. Moreover, the permanent staff (director and secretary) have already been charged to three special projects (interns, unemployed teachers, CETA participants). If too much of their time is allocated, the center's other clients will be

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neglected and enrollment will go down. The program, in short, will suffer.

Increasing Support

One means of increasing unearmarked dollars is to increase income from fees. If the Nobel Adult Career Center raises its fees from \$25 to \$35 and its enrollment increases from 400 to 450 clients, an additional \$5,750 would be forthcoming. The sponsoring institution registers 4,000 students a year. Surely, 15 percent of these individuals can be interested in the center's workshops, counseling sessions, resource materials, and job information. But, can the small core staff handle additional clients? Will the quality of service go down if the number of users goes up? Will students be willing to pay the additional \$10 unless new services are added?

After much discussion, the staff and the center's advisory panel decided to raise fees \$10 (fees will be \$35 instead of \$25), aim for 425 students, and, most important, introduce a new program: opportunities to practice job interviewing skills with employer representatives from a dozen corporations and institutions who will be asked to volunteer four hours a month to the center. Thus, additional income needed has been realized and a change in program incorporated.

Reducing Costs

The easiest approach to reducing costs is to eliminate the contingency fund. But, without this modest cash reserve of \$2,000, the center risks debilitating crises whenever income falls below expectations. This year, for example, the contingency fund will be used up because some foundation dollars did not materialize.

Another approach is to ask the sponsoring institution to reduce space charges and overhead. However, no subdivision, despite frequent entreaties, has ever been "absolved-in-advance" from paying its fair share of general and administrative costs. Nobel cannot afford to make exceptions because its

expenses are real and it, too, has limited income.

Can other costs be decreased? The total of all budgeted items, other than space, personnel, and overhead, comes to only a few thousand dollars. At best, only a few hundred dollars could be cut to meet the gap.

The best remedy appears to be to reduce the center's operating year. By closing for three months rather than two, savings on staff salaries and overhead would meet the gap. If they wished, the staff could moonlight elsewhere. If the center's income turns out to be higher than expected, of course, the plan can be revised.

Better Safe Than Sorry

The Nobel case study demonstrates the need to mesh expenditures, income, and programs. The first draft of a budget is likely to require changes when all three of these components are reviewed in relation to each other. Once the center is in operation, actual costs and actual income should be scrutinized regularly and rigorously. If significant increases or decreases in expenses and/or dollar support develop in contrast to projections, changes may again be needed.

Now take a look at Table 2. The following discussion will illustrate how Pulitzer Adult Career Center, a new center with no prior experience, can protect itself from serious financial trouble by assessing and revising its initial budget plans before beginning operations. Pulitzer Adult Career Center expects to spend \$27,000 during its first fiscal year. Income is to be supplied by these sources:

Fees from 300 sponsoring institution students and employees at \$25 per person per year	\$ 7,500.00
Fees from 50 nonuniversity individuals at \$50 per person per year	\$ 2,500.00
Contract with school department	\$15,000.00
Charitable donations	\$ 2,000.00

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Although the center's cost estimates seem realistic, some of its income projections are questionable. The school contract has already been signed, but individual clients will enroll over a period of time. It is unlikely that 350 will sign up during the first month or so, especially since most publicity about the center won't occur until staff is onboard. When enrollment gathers momentum as the first year progresses, client fees will cover a 12-month service that extends into the center's second year. Moreover, there is no track record on which to base estimates of charitable donations.

Almost all of the center's costs, on the other hand, will commence with its opening, and there may be no cash to meet these obligations. The contingency fund of \$720 covers only about two weeks of operation. Dollars must be raised to increase *net* income without overburdening the staff.

The most promising route is to promote contracts with other institutions of higher education and public agencies for services similar to those already designed for career exploration workshops for high school students with the center's career materials collection. The same space, personnel, and materials could be used by other school systems with very little incremental cost to the center other than some additional consultant hours and corresponding overhead to the university. If another \$10,000 could be obtained, about half would be left for general budget support (space, materials, and staff).

PRODUCING REVENUE

Support from Users

For the Pulitzer Adult Career Center, the preliminaries are completed; the main event is at hand—that is, to produce the money and in-kind assistance to finance the program.

Service providers too often overlook the best resource of all for revenues: the clients who use the agency. A staff member at one adult career center insists that its students can't afford more than \$5 a year. Most of them have jobs in order that they may go to

college, and they earn very little. This representative feels that the college should be giving the center much more assistance so that they don't have to spend so much time writing proposals. According to the director of another center, "Counselors are concerned about clients' problems and potential, not clients' pocketbooks. Why doesn't the university development staff do more for us in return for all that overhead we pay?"

Financing center services with fees from individual users is not only feasible but also highly desirable. Dollars from clients are not usually earmarked for a special purpose and can be used to support the center's priorities rather than those priorities designated by government or foundation donors. Most support from government and foundations, moreover, is for one year only, thereby preventing continuity of service to clients and interrupting the center's momentum. A satisfied user, on the other hand, may participate for several years and recruit new clients among friends and colleagues.

Centers cannot rely too heavily on individual fees during their first few years. A healthy and attainable goal would be to meet at least one-third of the expense budget with income from clients. Many people can afford \$50 or more each year for career information and assistance. Whether they will pay your center depends on how much they know about and value its services.

The Seamless Web: Costs, Fees, and Services

Most centers cannot charge their clients the full cost of services, but fees can and should relate to the actual expenses of the programs. Pulling fees out of the proverbial hat—a common practice among service agencies—is extremely hazardous. If the fees are too far below program costs and there is no alternative income, the services will suffer. However, if the fees exceed costs, the center may price itself out of the market. Even if a sensible figure is arrived at by pure chance, the center will be unable to provide a rational explanation of its charges to

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customers, risking misunderstanding and resentment.

Developing a fee structure that reflects costs and services is not that difficult. Three facts which should already be worked out in program budget plans can light the way: 1) proposed annual expenditures, 2) number of fee-paying clients to be served, and 3) total hours of service to these clients. Let's apply these figures to another case study.

Case Study

CAREER LADDERS

This adult career center is sponsored by a consortium of small colleges for their student populations. The center expects to serve 500 students a year, and will be open for 40 weeks, 40 hours per week. Its expense budget is \$45,000.

Several fee indicators can be derived from these three projections: average cost of service to each client (\$90), average cost of each service hour produced by the center (\$2.81), and average number of service hours to each client (32).

Average figures, of course, differ substantially from the cost of service to a particular client or the costs of a particular service hour. Some clients will consume very few service hours whereas others may come in every day. Because personnel costs are apt to be the center's largest single expense, services to clients that require a great deal of staff time will be the most expensive to produce—e.g., individual counseling with a professional career counselor. Group sessions obviously cost less per client, but not necessarily per service hour. A self-service career materials collection (assuming no vandalism) is probably least costly to the center.

With these average and differential cost figures and the expenditure/income budget as parameters, Career Ladders has decided to charge its clients an annual membership fee of \$45 per year, which is half the average cost of service per client. Therefore, half the expenditure budget will be covered by income from student fees. Members are entitled to:

two half-hour individual sessions with a professional career counselor

six two-hour group sessions with the center director

monthly workshops with employer representatives

frequent evening lectures, films, and panel discussions

unlimited use of the career materials collection

access to the director and administrative assistant as needed

The total number of service hours that an individual member could enjoy, therefore, comes to many more than the 32-hour average cited above.

Fees were finalized after one further simple analysis was made—that is, to make sure that the services and programs to be offered to students would not jeopardize the center's commitments to other services and income sources.

The allocation of 500 hours to individual counseling required some preparation and assessment time as well. Assuming a total of 600 hours, part-time counselors could handle this at the budgeted figure of \$8,000 for their salaries.

The center director is obligated to plan and lead six, two-hour group sessions for 500 students. If each group consists of 25 students, then 20 groups meeting for 12 hours would total 240 hours. Adding another 60 hours for planning and review time, the director would be allocating about 8 hours a week to this responsibility and still have sufficient time to handle other services to students as well as to the general planning and administrative tasks required by other income-producing projects.

Sliding Fees

Some centers may be tempted to set fees according to clients' ability to pay, in order to prevent the rich from exploiting the center and to protect the poor against being priced

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out of the center's services. The difficulties of determining criteria, and especially of administering them, argue against this approach to fee charges, primarily since most centers will be charging less than \$100 to their participants. If income (family and/or student) is used as the standard, the center would need tax returns and other confidential data, unless the sponsoring institution is willing to determine the fees. Even if it is, keeping track of who owes the center what will eat up staff time and may cost more than the fees collected.

Special counseling fund. Fees that slide in relation to special services, in contrast to basic services, may be a convenient way of handling the fee structure. Career Ladders, for example, will offer additional individual counseling to students at \$10 per half-hour session. Students who cannot afford this amount can apply in person to the director for a reduced rate. Because a counseling hour costs the center only about \$12, a small surplus should be available to subsidize such applicants.

The center also plans to sell raffle tickets to its members and interested faculty in support of the Special Counseling Fund.

Fees from Institutions

Within 20 miles of every adult career center, there are institutions that could use its services: schools, public agencies, training agencies, welfare departments, minority and women's organizations, youth groups, prisons, and corporations. Those centers that serve populations with the greatest need for career assistance may also be burdened with the smallest and/or least feasible budgets. (Later sections of this chapter will deal with grants, gifts, and other ways and means for centers to reach these groups.) Some agencies that serve needy youth and adults—e.g., public welfare departments and public schools—have the authority and wherewithal to purchase center services at their full cost. Many private enterprises already provide career-related education and training opportunities to their employees.

How can an adult career center develop service packages that will sell well to institutional buyers, work well enough to persuade the buyer to reinvest, and produce net income or other significant benefits?

Testing waters in the business community. Selling center services to institutional buyers requires an assessment of customer interests as they relate to center capabilities. The process can begin with informal conversations with officers of local business groups such as the chambers of commerce and Rotary, Lions, Jaycees, and similar organizations; with personnel and training directors of several major companies; or with business leaders who sit on the board of the community fund, largest hospital, or the center's sponsoring institution.

Interchange can take place over the telephone, in business representatives' offices, or at the center—in either one-to-one or small group meetings. If the center thinks through a few possible groupings of services (service packages) before the meeting, handles the discussion thoughtfully, listens carefully, and writes up the major points for review and reference, then useful guidelines for service packages and clues about prospective buyers will emerge. The center, along with an advisory panel or task force which includes business leaders, can enlist these people in its market research efforts.

After briefly describing the center's purposes, program, service population, staff, and physical resources—and providing a written fact sheet or brochure to reinforce this verbal information—the business representatives should be encouraged to comment, ask questions, and make suggestions. These responses will set the tone for the next phase of the interview. If their understanding and interest are positive, the center spokesperson can talk about the different services the center might provide a company, for a fee, and then solicit reactions, discuss them, or ask for contacts, and so forth. If, on the other hand, the respondent is uninterested or negative, the center spokesperson should terminate the interview by thanking the respondent for his/her time.

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The center's service designs, discussions, and inquiries should take into account the training and career development opportunities which many companies offer employees. Some of these opportunities are provided in-house on company time and/or after hours, and include counseling, technical training, and literacy skills. Companies also may encourage their employees to take advantage of educational opportunities at schools and colleges. For instance, employees may be awarded scholarships or tuition refunds. (Until recently, tuition payments were restricted to courses that related closely to an employee's job or general field; however, a recent ruling by the federal government indicates that companies with such programs may grant workers who have suffered from occupational segregation—e.g., women and minorities—tuition for “unrelated” courses as well.)

From acorns to oaks. Contracts from organizations provide one of the best vehicles for center financing. In contrast to many foundation and government grants, they are often renewable and expandable from year to year. The contracting school or company may, over a period of time, provide support ranging from training or job opportunities for center clients to contributions of used furniture and equipment for center facilities. If the center's performance is good, contracts with other enterprises will be forthcoming. A reference from a satisfied customer—especially from a familiar and respected local source—can open many doors. Perhaps, most importantly, because contracts can be renewed or adapted for other users, centers are often able to retain seasoned personnel and develop particular production and delivery skills.

Initially, the center may have to invest a great deal of time and ingenuity to obtain even one or two small contracts. But, over the long run, its finances and program may be substantially strengthened.

Case Study

EVADAM CENTER

Evadam Center, an adult career center at a city university, is a case in point. After a

Careers in Banking workshop, the center director and the three executives from three local banks who had been panelists at a center seminar agreed that the interest generated among students by the workshop should be maintained. Banks need bright young people to come and work for them after graduation, especially if they have a background in math and economics; such courses are too often avoided in educational institutions.

“I’ll try to follow up on those who came,” the center director promised. “And, I know more people would have attended if the weather hadn’t been so awful. But we serve hundreds of students here at our center, and we have a very small staff. Maybe there’s some way that the banks can help us.”

Gradually, after several telephone conversations between the director and the bank executive panelists, a modest project took shape. Its objectives were to develop a curriculum guide which would relate university courses to bank employment opportunities, and then to publicize and disseminate the material to student clients. The three executives, plus executives from four other banks that were interested in the project, each put up \$750, for a total of \$5,250. This money was used to employ a junior faculty member of the sponsoring institution's business school to work with the banks on content (200 hours at \$12 per hour, plus expenses). A graduate student in the English department prepared the final copy for the curriculum guide (50 hours at \$7 per hour). It cost \$1,000 to photo-offset and print 3,000 copies, leaving the center with a finished and useful product, plus a small net.

Multiplier effects. While the curriculum guide was being prepared, Evadam's director contacted some executives at several accounting firms, electronics companies and department stores to suggest similar guides related to their career fields. The bank panelists provided the names of the people to call, and the center director was permitted to tell prospects that these executives would provide references. Although the accounting firms and department stores were not interested, the director was able to sign them up as panelists for career workshops at the center. These

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businesses also agreed to distribute brochures about the center to their employees. Three large electronics companies were enthusiastic about developing a curriculum guide, and a small contract was signed. The part-time staff who had just completed the banking curriculum guide took on the assignment.

In the course of supervising the production of the new electronics curriculum guide, the center director discovered that one company in this industry with a work force of more than a thousand had very little success in attracting their lower level, semiskilled employees to plant-sponsored training programs and tuition reimbursement opportunities. Turnover among these workers was heavy and costly. "It's Catch 22," according to the plant's vice-president in charge of personnel. "In their exit interviews—and every employee has to have one before the last check is issued—they tell us they're quitting because their job is boring, doesn't pay enough . . . a dead end. But they won't do anything to upgrade themselves while they're here."

With these "felt needs" of the company as context (high turnover, low self-improvement efforts) plus a good deal of information about operations from working on the curriculum guide, the center staff and the two part-time consultants spent several hours dis-

cussing their potential for assisting the company. A psychologist and two social scientists at the sponsoring university with backgrounds in industrial relations were also asked to submit ideas. Before effective remedies could even be designed, it was decided that a number of questions about the upgrading offers and employee rejections of them required clarification.

As a first step, the center offered the company a contract, which was accepted, for a confidential interview survey of a sample of lower-level workers, supervisors, and some former employees. Survey findings were to be reported to the company (anonymously), including recommended actions. The company might—but was not obligated to—use the center to help it implement these recommendations.

Time and materials costing. The contract price of \$10,000 to the electronics company included 400 hours of center time at \$20 an hour and \$2,000 for materials (e.g., space, telephone, supplies, travel, copying). The survey was to be completed and the report in company hands within four months of signing. The center's internal budget for personnel appears in Table 3. The part-time consultants from the sponsoring institution's business school and English department were

Table 3. Evadam Center Electronics Survey Budget for Internal Management

<i>Personnel</i>	<i>Assignment</i>	<i>Hours</i>	<i>Incremental Costs</i>
Center director	Supervision/coordination	60	None
Consultant A	Survey design; interviewing, training, and supervision; survey analysis	200	\$2,400
Consultant B	Report preparation	40	\$ 280
Interviewers	Training, interviewing, coding	300	\$1,500
Administrative Assistant	Secretarial supervision	60	None
Typists	Typing interview forms and reports	60	\$ 300
Total			<u>\$4,480</u>

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retained, once again, as special consultants A and B (see Table 3). Several other graduate students were called upon to interview and analyze data. The university overhead charge was 30 percent of all personnel costs.

Added to the \$4,480 direct costs is \$1,344 for the 30 percent overhead to the sponsoring institution, making the total cost to the center \$5,824. Assuming that time estimates are workable and that the \$2,000 cost allocation for materials holds, the center may net more than \$2,000 on this contract, produce findings and recommendations that will enhance its reputation, and possibly obtain a follow-up contract with the company to implement results. The permanent staff should not find itself overburdened by spending 60 hours in the course of four months on the project. Consultants A and B, who are getting more experience at what they are doing for the center, will gain further valuable experience, which is an asset to their professional futures and probably to the future of the center.

It's much easier to dream up success stories than to make them happen. The Evadam Center case contains several elements that can help your center sell its services to local companies and, at the same time, strengthen—not weaken—current and future operations. All these ingredients are within your grasp:

- assessing the market in relation to center capabilities, by identifying and talking with knowledgeable informants
- developing concrete and attainable contract possibilities for discussion with prospects
- revising the designs in the light of responses
- establishing time and materials costs that will provide some net
- assigning qualified personnel to any approved contract without overusing center staff
- finding people who are likely to be available for future work
- keeping in close touch with the client and contract performance to build trust, productivity, good references, and additional contracts

Purchase-of-Service Contracts

Tax-supported institutions in almost every community contract for some services with outside individuals and agencies, ostensibly to save money. Purchase-of-service contracts can cover a variety of services including day care (for young children and senior citizens); skill-building training for the handicapped, unemployed, and incarcerated; and meals and transportation for clients. If the public agency were to provide these services with its own staff, overtime rates would be required and expensive equipment or facilities might have to be rented.

The first step in any effort to obtain purchase-of-service contracts is to develop a "prospect list," or list of potential customers. Federal agency contracts (to be discussed further in the next section of this chapter) usually require highly sophisticated proposals for demonstration and/or research objectives. Requests for proposals (RFP) are published in the press or mailed, and meetings are held for interested agencies. Public state and municipal agencies, on the other hand, are seeking direct services for their clients. These agencies with career-related responsibilities include departments for public welfare, education, delinquency prevention, corrections, mental health, senior citizens, the handicapped, and the unemployed. Your telephone book probably contains public agency listings, and special directories are available from the League of Women Voters, community united funds, Junior League, and offices of the mayor and governor.

CETA is particularly relevant as a potential source for contracts on your prospect list because it is the major vehicle for assistance to the unemployed and underemployed. Programs are administered by a dozen or more local sponsors throughout your state, each with its own budget and administrators. The governor's office should have a list of all CETA prime sponsors. If necessary, ask the U.S. Department of Labor regional office that covers your state and/or your U.S. Senators and Congressional Representatives for information about CETA.

Public agencies often must follow elab-

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orate procedures when contracting out any services. There may be a ceiling on total budget dollars permitted for outside contracts, as well as a ceiling per contract. Public bidding may be required—i.e., the agency must advertise the specifications for the job in the press or in special publications and mailings in order to solicit written responses which are then rated competitively. Meetings must be arranged for interested bidders to answer questions, suggest alternatives, and so forth. Sometimes the lowest bid wins; more often though, cost is the critical but not sole criterion.

"Sole source" contracts may be allowable without any bidding because the amount of money is so small or the contract recipient is the person or group best qualified to handle the task.

Casting the net. In order to find out and keep posted on who's who and what's what in your public contracting arena, a short letter should be sent to top officials on the prospect list along with a fact sheet, brochure, and other written description about the center. These letters should express the center's interest in bidding on contracts for all or some of the following: career recruitment, orientation, counseling and assessment, education and exploration, training and upgrading, referral and placement, post-placement assistance, fact-finding, and evaluation. Inquire about any contracts presently out for bid, and close the letter with a request that you be notified about similar bids in the future.

It is advisable to send the letter "Registered, Return Receipt Requested" to ensure a response. If you do not hear from the agency within two weeks after the receipt is acknowledged, make a telephone follow-up call and persist in your efforts to make contact. You have a right to obtain a written reply and receive appropriate bidder information. If these measures fail, send a copy of the unanswered request, plus enclosures about the center, to your district, state, and local elected representatives and request their intervention.

When the responses to your letter are positive and contract opportunities materialize that fit the center's interests and capacities,

put in a bid that meets the RFP specifications. The sponsoring institution faculty or advisory panel members should meet to review and improve the staff's first draft. There may also be a department within the sponsoring institution which has better capabilities than the center for handling certain aspects of the contract (such as research and evaluation) and which can be enlisted in designing and implementing the proposed contract.

By-products. It may happen that none of the contract possibilities is of interest to your center. In such cases, analysis of RFP specifications, discussions with agency representatives at meetings for bidders, and similar fishing expeditions within public agency waters can provide clues for sole source contracts.

Let's see how a state college adult career center, *Workworld*, handled a similar situation.

Case Study

WORKWORLD

The core staff at *Workworld* were frustrated because they obtained no contracts after spending a good deal of time on prospect lists, contract specifications, and bidders' conferences.

The staff spent an evening together, away from the center, figuring out how *Workworld's* capacities might be linked to public agency contract objectives. Finally, they hit on a possibility that might match one of the agency's contract specifications for improving people's self-image on the job.

One of the center's most popular programs among state college students was a learning lab to improve job search and job interview skills. The students engaged in a role-playing curriculum in which episodes were videotaped on the center's machine, played back for discussion and criticism by the group, reenacted, and so on.

The staff decided to write a brief presentation of the learning lab approach and sent it to public agencies which had contracted for training programs. This strategy was

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Table 4. Workworld Budget for WIN Pilot Project

Workworld's incremental expenses	
Counselor	\$ 960.00
90 hours in labs; 30 hours in travel, preparation, supervision at \$8 per hour	
Videotape, telephone, supplies, and copying	\$ 350.00
Transportation	\$ 180.00
45 round trips from center	
	Subtotal <u>\$1,490.00</u>
State college overhead	\$ 373.00
25% of all expenses	
	Total <u>\$1,863.00</u>
Service costs to clients	
Costs of each service hour	\$ 33.00 (approx.)
90 hours, \$3,000 contract	
Costs of each service hour per client	\$ 3.30 (approx.)

successful. After a number of follow-ups extending over several weeks, including invitations to these agencies to visit Workworld and observe a learning lab, a modest pilot was finally arranged with WIN (Work Incentive program operating in most states through local departments of welfare). The contract price of \$3,000 called for 45 two-hour labs at WIN premises for 15 groups of 10 WIN clients. Each of the 150 participants would attend three labs during a four-month period. The cost figures (Table 4) were well within Workworld's incremental expenses and WIN's maximum of \$5 per hour of group service to clients. The center's part-time counselor, already familiar with learning lab techniques, was delighted to work extra hours and run the WIN labs. The director of the center acted as supervisor.

The WIN pilot went well, and a second contract was signed for twice as many clients. The center plans to edit some of the pilot's videotapes (with client and WIN staff permission) and market them to other potential contractors such as technical schools, CETA, and postsecondary institutions.

OBTAINING GRANTS

The previous section discussed various ways of obtaining revenues for center services and programs. Some of the examples cited produce a small initial financial yield whereas continuing and expanding returns from the same or similar sources can have a large financial yield over the long run.

Grants can usually bring large dollar amounts to a center, thus enabling it to offer more services to more people. Depending on its source, a grant may also produce substantial additional support for the center's basic budget. Grants may be made by the government, foundations, trusts, businesses, and individuals. Written proposals, ranging from a few paragraphs to several hundred pages, are almost always required when requesting grants.

The term of most grants is usually for only a year or two. Consequently, there is a large turnover in staff, clients, and customer contacts. Tooling up and winding down eats up the time and energy of permanent staff. An operating budget may fluctuate from

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\$50,000 to four or five times that amount and then back again within 18 months. A center that relies too heavily on grantsmanship risks a spasmodic life in which repeated famine may destroy the potential for plenty.

Checking Rules

The sponsoring institution may have some rules about service fees and contracts (other than overhead and business office procedures) and require its subdivisions (in this case, the adult career center) to follow particular procedures in asking foundations, trusts, or wealthy donors for grants and gifts. The sponsoring institution's development office, for example, may handle all such overtures or all requests for more than a certain amount; some foundations and individuals may be out of bounds because proposals from other subdivisions of the sponsoring institution are pending; or your sponsor may merely want to review and approve proposals before they are submitted. Although a center may grumble about such limitations, it must be realized that these rules were made to protect the sponsor and the center from competing with each other and annoying donors to the point that everyone, including the center, suffers.

On the positive side, the sponsoring institution can be enormously helpful in the search for foundation support by identifying the most likely prospects, arranging appointments to present the center's case, and improving written proposals. A sponsor's enthusiastic endorsement to a foundation director can spell the difference between project approval or rejection, and between liberal or limited funding for it.

Identifying Nonprofit Resources

Within every center's immediate service area—and further afield—there are many foundations and trust funds that are possible sources of grants. (Individual contributions will be discussed later on.) Local resources usually provide relatively small amounts,

ranging from \$1,000 or so to \$50,000. National foundations usually require complex proposals, and a center applying for such a grant will be in competition with larger, more sophisticated agencies.

Association of local foundations. Within the center's orbit, there may be a foundation library or an association of local foundations. If your sponsoring institution does not know about such resources, contact administrators of nonprofit community agencies (public library, chamber of commerce, United Fund, family service agency, voluntary hospital, YMCA). Annual reports from these nonprofit community groups, incidentally, are available to everyone and often list the corporate and private foundations that provided support during the last fiscal year. Once foundation identities are known, you may request access to their annual reports to learn more about their programs, priorities, gift amounts, recipients, and so forth.

It is also advisable to telephone or visit two or three large banks and corporations in your area and ask about funds which they may administer for nonprofit purposes. Many banks handle charitable trusts that give preference to local services, and corporations often set aside some earnings for community support. Although the amounts available may be small, one simple request to several of these resources may produce more for the center than time-consuming proposals to national foundations. Moreover, if the headquarters of a national or international corporation is located near the center, chances for larger amounts are good. The chamber of commerce, local business schools (including the sponsoring institution), and community foundation personnel can identify such enterprises and name the personnel in charge of grants.

Information about nonlocal (and some local) foundations can be obtained from the three useful publications listed below. If the public library, foundation center, or sponsoring institution does not have these, the center should purchase at least one.

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1. *The Foundation Directory* lists by state, fields of interest, and alphabetical order, several thousand U.S. foundations and community trusts with assets of at least \$1 million. Address, range of grants, and names of officers are included. Order from Columbia University Press, 136 South Broadway, Irvington, NY 10533. \$36 (approx.).
2. *The Foundation Grants Index* lists thousands of grants made by more than 300 of the largest U.S. foundations, with a subject and a geographic index. Amount and description of grant, and name and location of recipient are included. Order from Columbia University Press (above address). \$21 (approx.).
3. *The Foundation News* is a bimonthly magazine about current grants, foundation policies, and spending patterns. Order from Box 783, Old Chelsea Station, New York, NY 10011. \$20 a year.

One-to-one contact, either by telephone or in person, can shed a great deal of light on foundation interests, especially if you outline in writing one or two possible projects planned at the center. If direct contact is impossible, outlines can be mailed to prospects for their reactions. Overtures of this kind can save the center from wasting time on inappropriate proposals, provide clues to better approaches, and raise the consciousness of the donor about the applicant.

Preparing Grant Requests

Although local foundations and trusts do not usually require voluminous technical proposals for grant requests, you should include pertinent information about the following and indicate the relationship between the center's and the foundation's concerns:

- significant needs/problems which the center's project proposes to tackle

(tuned as much as possible to foundation concerns)

- center's concrete objectives in terms of target population and any other outcome
- evidence of center's capabilities to achieve its objectives—for example, staff credentials, positive outcomes, experiential learning from other center programs
- operational design (that can be understood by a person who is not familiar with career education concepts)
- budget that will neither drain the center nor offend a prospective donor
- plans for assessment, improvement, and evaluation of project
- description of how the project experience and findings can be used to eliminate or alleviate the needs/problems it addresses

The following materials provide useful guidelines:

Two pamphlets, free of charge, published by The Foundation Center—"What Will a Foundation Look For When You Submit a Grant Proposal?" and "What Makes a Good Proposal?" Order from Box 783, Old Chelsea Station, New York, NY 10011.

Hall, Mary, *Developing Skills in Proposal Writing*. Order from Education Publications, 1633 S. W. Park, Portland, OR 97207. \$10

Program Planning and Proposal Writing. Order from the Grantsmanship Center, 1015 Olympic Blvd., Los Angeles, CA 90015. \$.75.

Case Study

PULITZER ADULT CAREER CENTER

The Pulitzer Adult Career Center is coming to the end of its successful first year. A proposal is about to be written for two local foundations (one is a trust fund) which turned down the center last year. After an introductory appointment with representatives of both foundations, the center director concluded that the previous rejections stem-

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med from the foundations' primary interest in low-income target populations. Although Pulitzer has a liberal scholarship program, most of its clients are middle-class students and faculty from the sponsoring institution.

A few hours of research on the foundations disclosed that the largest grants from Foundation A during the last three years ranged from \$28,000 to \$45,000, with \$15,000 to \$17,000 the average grant. Foundation B's largest grants ranged between \$19,000 and \$25,000, with \$10,000 to \$12,000 the largest grant. Most grants were awarded to established social service agencies, hospitals, museums, and youth groups, usually for innovative projects. One museum for children received \$25,000 one year and \$20,000 the next for general support from Foundation A; a youth center received \$30,000 over two years from Foundation B to improve management of its facility.

Pulitzer's most pressing need last year was support for basic services to Pulitzer students and nonuniversity clients, which did not elicit enthusiasm from either foundation. Now the center director is proposing a special project that would, in effect, help the center's operating budget by serving at least some of its clients and, at the same time, reflect the foundations' interest in disadvantaged populations. The outline draft below was further developed for discussion with the funding representatives to include an additional section on center capabilities. This was reviewed in the light of foundation reactions, and only then was the formal proposal formulated.

Need. Opportunities for female students to learn about and, if interested, prepare for nontraditional (male-intensive) careers.

Documentation. Quantitative data on women at work; future projections; one-parent families; occupational segregation of women into a few low-paying, often dead-end fields; dearth of female students enrolled in Pulitzer nontraditional courses (math, economics, science, accounting) and graduate programs (engineering, physics, business).

Objectives. Increase participant's knowledge about nontraditional opportunities in curriculum and careers; improve participant's confidence in her ability to handle those courses/careers; interest employers, faculty, and graduate students in assisting females with nontraditional objectives; produce materials which can promote these same objectives with similar populations in the future.

Program. Two-year project for freshmen clients: employer, faculty, and female role models conduct workshops at the center on their nontraditional fields; visits to companies and sponsoring institution classes; graduate students recruited for one-to-one counseling to help clients get the most out of nontraditional courses; videotapes of workshops, visits, role plays.

Assessment and evaluation. Questionnaires to clients and facilitators (anonymous) on their reactions to workshops, visits, one-to-one interactions; follow-up on clients' course choices and performance.

Budget. \$30,000 a year for two years, including 40 percent of the center director's and assistant's salary, a full-time facilitator/coordinator, space, supplies, travel, videotapes, and overhead. (If the total from both foundations is less, the facilitator/coordinator will be part-time and/or a work-study graduate student. At the very least, a portion of the permanent staff's salary will be covered.) Justification for using regular staff will be included.

Anticipated consequences. Employer and faculty participants, now sensitized to the special needs and potential of women with respect to nontraditional jobs, will incorporate some of their project learning into future behavior; increased numbers of female students in nontraditional courses will encourage others to enroll; videotapes will provide stimulus to still others.

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Government Grants

Many of the local and state agencies that give out contracts also provide grants. The strategies for centers to follow in identifying these opportunities are the same as those suggested earlier in this chapter, in the section about local and state RFPs.

The distinctions between a contract and a grant, for your purposes, are that

- grants often involve more dollars than contracts
- contracts are more often renewable

- grants usually require more elaborate proposals than a contract bid

- although grant proposals must respond to the RFP, there is usually more leeway for program design than contract specifications permit

Federal grant information. The most desirable grants (or contracts), and the most difficult to obtain, are from the federal government. *The Grantsmanship Center News*, published six times a year,* is an excellent source of information. Articles on private and public funding are relevant, accurate, and easy to understand in this publication.

Scores of other catalogues and periodicals are also helpful if you have the time to read them carefully and regularly, looking for one or two out of the many listings that apply to your center's capabilities and interests. All foundations have deadlines, so you must act quickly. See the section Sources of Grant Information at the end of this chapter for a list of publications that may be found in the libraries of either your sponsoring institution or community.

Federal agencies. Some Washington, DC agencies hold more promise than others for adult career centers. United States Office of Education (USOE) programs include

- Women's Educational Equity Act Program

- Talent Search and Upward Bound

- Consumer Education Program

- Community Education Program

- Fund for the Improvement of Postsecondary Education

- The Bureau of Occupational and Adult Education

You may get in touch with these USOE programs by writing to them at 400 Maryland Avenue SW, Washington, DC 20202.

Youthwork, Inc., at 805 15th Street NW, Washington, DC 20215, supports demonstrations to reduce unemployment among low-income young people. The National Institute of Education has funds for research and development on critical educational issues and can be contacted at 1200 19th Street NW, Washington, DC 20208.

Regional representatives of federal agencies are located in many large cities throughout the country. Subdivisions of the U.S. Department of Labor (e.g., Bureau of Labor Statistics, Women's Bureau, Employment and Training Administration, Bureau of Apprenticeship Training) and the U.S. Office of Education can be particularly helpful. The telephone book lists and/or your sponsoring institution can usually identify at least one federal office, which should be able to refer you to others. Federal government personnel can often find answers to your questions about RFPs, and will provide pamphlets and other government publications that can be extremely useful when preparing your proposal's "evidence of need" section. Occasionally, RFPs are issued by regional offices.

FUNDRAISING

Fundraising, like eating and sleeping, is necessary and beneficial. In addition to bringing in those always needed unearmarked dollars, the center can publicize its services and achievements through fundraising appeals and events. Your clients can and should participate in these, as a mutually supportive relationship is much healthier than a dependent role. Staff diversion from service and donor boredom—the two perils of too much effort—should be kept in mind.

*Order from Grantsmanship Center, 1015 West Olympic Blvd., Los Angeles, CA 90015. \$15 annually.

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There are many books and pamphlets on how to locate, contact, and win the support of individuals. Appeal letters, auctions, and walk-a-thons are only a few ways to involve people in your center's fundraising efforts. "Fund Raising by Parent Citizen Groups" is a publication that discusses this topic further, and can be ordered for \$1.75 from Continuing Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044.

Again, be sure to ask your sponsoring institution about any restrictions (and aids available) before developing and implementing fundraising plans. Some educational institutions prohibit appeals to graduates but not to students or faculty; certain social agencies are required to clear with United Funds; raffles and bingo may be prohibited in your community. Once approved, the sponsoring institution may offer to help you with lists of likely donors, receipt forms, free space, and advice.

Case Studies

The three following case studies point up the benefits and hazards of soliciting the public for financial help.

Locust Career Center, an adult career center at a small college, allocated \$3,000 of its \$35,000 expense budget to fundraising. To save time, the overworked staff decided to telephone a dozen prominent alumni, describe the center's achievements and needs, and request \$250 from each—a small amount, considering the income of these alumni. The first two to be called agreed and the third promised to match the total amount raised from other contributions. The fourth, however, was hostile: "I'm tired of all these requests. I just gave to my class reunion fund; last month I sent a check to the college library fund. That's enough." He called the college president to protest. The next day, the center's director was severely reprimanded for making calls to alumni without prior clearance, and the president deemed all the people on the list out of bounds.

A new and struggling center at a technical school also needed to fill a \$3,000 gap in its

\$24,000 budget. The staff had no experience in fundraising and decided to hire a consultant to advise them. The consultant, who charged \$500 for services rendered, produced an excellent study of the center's needs and fundraising potential. The study suggested, among other things, that the center needed more "visibility and prestige," and any fundraising attempts should try to meet those as well as financial needs. The consultant prepared a model appeal letter and suggested some ideas about the mail campaign recipients. The staff decided to purchase two lists (\$200), print the appeal letter (\$300), and send it to approximately 1,500 people on the lists and among the center's contacts (\$350). If responses were to average even as little as \$5 each, the campaign would be a success.

In fact, the operation was a success by professional standards, but the patient almost died. Ten percent of the letters produced gifts—a very high proportion. These 150 donors averaged more than \$17 a person, which was an excellent response. But, the \$2,650 raised, less \$1,350 in expenses, netted a mere \$1,300. And, the center's staff was exhausted from locating lists, addressing and stuffing envelopes, making follow-up calls, and putting in much extra time.

In the third case, our old friend Nobel Adult Education Center was far more effective. Only about five percent of its operating budget was allocated to fundraising. The director was very familiar with the sponsoring institution's relevant restrictions and aids.

Early in the opening months of the fiscal year, center clients were invited to a coffee-and-cake planning meeting to discuss the fundraising need (\$1,000 net) and the suggested ways of meeting it. Details about the cost (\$500, mostly for food) and the income (\$1,000 from 100 tickets sent to clients and their friends) of last year's fundraising event—a supper dance—were analyzed. The group arrived at a plan for a similar event to be held in early spring which would cost even less to produce and sell more tickets than the first dance.

Food would be contributed from donors to reflect a wide range of national, racial, and geographic backgrounds. A committee of 10

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center clients would solicit contributions from other clients as well as students, faculty, college employees, and others in the broader community. Food contributors would receive one free ticket and be urged to invite their friends and relatives. Assuming 50 food contributors averaging one additional ticket

buyer each, plus 25 more tickets to center users than last year's 100, the \$1,000 net would be forthcoming at very little cost in staff time. The registrar at the sponsoring institution would be asked for student and faculty lists so that telephone calls could be made to potential donors.

SOURCES OF GRANT INFORMATION

American Education. Articles on federally funded programs, new legislation, and statistical data on federal funds to education. Covers all aspects of education, from pre-school through adult training. Published 10 times a year. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$13.50 per year

Catalog of Federal Domestic Assistance. (1977 ed.) Detailed information on eligibility, application procedures, and deadlines for federal domestic assistance programs. Looseleaf manual has room for additions and revisions sent to buyers later in the year. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$20

Commerce Business Daily. A daily list of U.S. Government procurement invitations, subcontracting leads, sales of surplus property, and foreign business opportunities. Published Mon.-Fri. Available at most large public and college libraries. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$105 per year (first class mail); \$80 per year (second class mail)

Compendium of Federal Laws: Congress. Summary of legislation grouped by major educational levels: higher, elementary, secondary, adult, and vocational. Contact your local congressional representative for a copy. Free

Education Daily. Daily newsletter on all major news affecting education, including but not limited to funding information. Order from Capitol Publications, 2340 Pennsylvania Ave. NW, Washington, DC 20037. \$275 per year

Education Funding News. Weekly publication designed primarily for school districts. Addresses all areas of federal funding available to school systems. Often has advance information and gives a realistic insight into specific program funding. Order from Educational Funding Research Council, 752 National Press Building NW, Washington, DC 20045. \$186 full subscription per year, which includes access to a "hot line" telephone service; \$96 associate subscription per year, which includes publication only.

Federal Grants and Contracts Weekly. New eight-page publication featuring a grant calander with due dates, RFP of the week, and weekly calendar of upcoming advisory councils. Focuses on behavioral sciences and education contacts. Order from Capitol Publications, 2430 Pennsylvania Ave. NW, Washington, DC 20037. \$114 per year

FINANCES

Federal Register. Provides daily information on federal programs and federal domestic assistance, including guidelines and proposal deadlines. Publishes all proposed and final rules and regulations. Published Mon.-Fri. Available at most large public and college libraries. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$5 per month; \$50 per year

Grants Administration. Yearly manual of HEW which lists all major grants policies. Helpful for proposal development. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$15.70

United States Government Manual. Official handbook which lists and describes government departments, agencies, commissions, and quasi-governmental organizations. Agency addresses; names and telephone numbers of main personnel; suggestions on how to get more information. Additional names and addresses of many programs in the *Catalog of Federal Domestic Assistance*. Reprints of the Constitution and the Freedom of Information Act are provided. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. \$6.50

7

MARKETING

Harvey B. Schmelter

The term "marketing" is used in this chapter even though, traditionally, it has a negative connotation among educators. You must bear in mind that Americans are deluged with appeals from many kinds of organizations trying to *market* their unique products or services. Some see the concept of marketing as a way to "manipulate" people to do something they would rather not do; the idea of marketing is also sometimes associated with commercialism, profit-making, and unethical practices. In this chapter, however, the concept of an integrated marketing approach involves identifying adult needs, designing services to meet those needs, obtaining funds, publicizing services offered, and determining if clients are satisfied. These marketing strategies can be utilized in a proper, ethical, and positive way so that all the people you wish to serve have the option to use the center and so that you obtain the resources needed to continue offering the services provided by your center.

In one way or another, all chapters in this *Handbook* relate to marketing. The first chapter, Objectives, suggests ways to identify adult career needs in your community. The marketing process began when you started answering questions such as the following:

Whom are you going to serve?

What services will be designed by the center to meet client needs?

Where should these services be offered?

How should the services be delivered?

What are the most effective ways to publicize the center's services?

What resources (funds, loaned staff, release time, facilities) can the sponsoring institution provide the center?

What resources (fees, referrals) can the community provide to the center?

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Table 1. Chapters Relating to Specific Marketing Strategies

<i>Marketing Strategy</i>	<i>Chapter</i>
Determining career needs of adults in the community and at the sponsoring institution	Foreword—Rationale Philosophy 1—Objectives
Identifying representatives at the sponsoring institution and in the community to help you	1—Objectives; 7—Marketing
Determining prospective markets	1—Objectives; 7—Marketing
Identifying community organizations and groups at the sponsoring institution to provide resources	1—Objectives; 6—Finances; 7—Marketing
Determining services to be offered	1—Objectives; 2—Services
Determining fee structure	2—Services; 6—Finances
Distributing information about the center	2—Services; 6—Finances
Promoting the center to attract clients	7—Marketing
Promoting the center to attract prospective markets	6—Finances; 7—Marketing; 8—Evaluation
Promoting the center to attract resources from the sponsoring institution	6—Finances; 7—Marketing; 8—Evaluation

The table above further illustrates the relationship between marketing strategies and the topics covered in this guide.

DETERMINING MARKETS

Your major marketing goals are to obtain resources from the community and sponsoring institution to support the center, to establish links with these resources so that they can assist you in reaching your target populations, and to attract your target populations to use the center. ("Community," in this sense, refers to social service, business, labor, government and professional organizations.) Specifically, four general marketing and public relations goals to consider in this pursuit are given as follows:

1. To create an awareness of the center in both the sponsoring institution and community.
2. To promote the center to the community—obtaining community resources to provide center services.

3. To promote the center to the sponsoring institution—obtaining institutional resources to provide center services.
4. To attract clients.

You must first decide what specific public agencies or community organizations have the resources to help meet the center's objectives (see opposite page). Then, you must determine what benefits these organizations might derive from your center and how the center might benefit from such a relationship. Table 2 shows several potential markets for an adult career center. Create your own table, using the same three sample column headings but listing those markets applicable to your situation.

Rank the organizations that you have selected in their order of priority, and ask your advisory panel and public relations director and decision makers at the sponsoring institution to confirm it.

You have now started to develop a marketing strategy for your center.

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Table 2. Potential Markets with Resources to Help Meet Center Objectives

<i>Market</i>	<i>Benefit to Market</i>	<i>Benefit to Center</i>
Local CETA agency	Help economically disadvantaged to find employment	Funding to conduct job search workshops
Reentry women	Help in establishing career and educational plans	Fees to support career counseling service
Sponsoring institution	Increased enrollment	Institutional budget commitment to center
General public	Career assessment and counseling	Fees to support career counseling service

PROMOTION

Advertising techniques. Each and every day all of us are inundated with advertisements of all kinds. It would be worthwhile to become conscious of the various kinds of advertising techniques and evaluate which ones might be applicable to your needs. Listen to TV and radio messages; read direct mail circulars; note ads that get your attention in newspapers; think about telephone solici-

tions that were impressive to you; observe displayed items in the supermarket that get your attention; ask your friends, family, and co-workers about promotional techniques that have an effect on them. Take one nationally advertised product or service and write down when, where, and by whom it is advertised.

An awareness of these techniques will give you a better understanding of ways you might communicate your message to your markets. (See the Promotion Methods Checklist at the end of this chapter, which outlines six communications options.)

Whatever advertising techniques you use, there are some general rules that should be followed in implementing them. One of the most important is to see that your message is clear and simple. This is especially true when you are using bookmarks or inserts as part of your other mailings. You may use more detail in brochures or reports that are being read by other professionals.

Some examples of statements made by adult career centers are given in the titles below:

General Groups/ Organizations to Consider

Sponsoring institution
alumni
faculty
prospective students
currently enrolled students
administration and staff
trustees
Community agencies
business
professional
Government agencies
Foundations

AWARE—Active Women Are Returning to Education

FACES—Fairfield Adult Career and Education Services

Adult Career Resources Center—Career Counseling Assistance

One Call Will Help You Get Job, Training and Career Information

Free Career Counseling Is as Close as Your Phone

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Career Clinic—Professional Career Counseling and Testing—One Call Will Get You Help

Career Services for Adults in Your Community

Some general advertising rules are given below:

1. Be sure your message is clear and simple.
2. Be consistent in what you say to avoid confusion.
3. Be sure you can deliver on what you are promising.
4. Continually evaluate your promotion efforts.
5. Reinforce and repeat your message.
6. Use professionals for developing print and nonprint promotional materials.
7. Focus on those promotional activities you have the resources for and can do well.

Media. The newspaper can be a very effective means of publicizing the center—through articles about the center or human interest stories about clients, and as a way to advertise and announce services. Weekly and shopper papers also may be willing to include a special insert about the center.

Your marketing approach can take several dimensions in publications of this sort. For example, you might want to place a display ad with a coupon in the job wanted section to attract people interested in a career change. To attract an even greater population, you might want to insert that same ad in the TV section! Placement of ads in newspapers is crucial to reaching target populations. If you neglect to specify its location, the editors will place the ad wherever there is available space. Since display ads are expensive, you must consider the copy and its placement carefully before submitting it.

Another, more subtle, marketing device is to be interviewed by a reporter for a newspaper, to submit an article that either you or a professional writer has written about the center, or to publish a testimonial of a person who has been helped by the center. You also

may want to distribute tearsheets of the article as part of your promotional literature. Meet with publishers, editors, and reporters and find out how they can be of assistance to you in disseminating information about the center. These professionals can provide excellent advice on the kinds of articles that appeal to their readership.

Radio and TV advertisements or announcements of center activities are also an effective way to reach the general public. However, this kind of advertising can be very expensive, as you frequently must assume production as well as time costs. TV and radio spots are not effective if used only once, so it is advisable to contract for a number of exposures.

Many media systems have public service announcements which are free of charge, and you should inquire about them before committing yourself to a commercial ad.

TV and radio talk shows have a wide audience and have proven to be a highly successful means of informing people about the services of agencies such as the adult career center.

MARKETING GOALS

The four goals discussed in this section of the chapter describe communication methods that will be helpful to you in reaching prospective markets and target populations. Once people acknowledge you as the spokesperson for your center and have an understanding of what you are trying to accomplish, you will have an excellent chance of obtaining written, verbal, and financial support.

Goal 1—To Create an Awareness of the Center in Both the Sponsoring Institution and Community

Goal 1 focuses on making the population at the sponsoring institution and the general public aware of the center. This is essential in creating links for your network of referrals.

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Creating an Awareness of the Center

Marketing Strategy	Goal
Make a presentation at the sponsoring institution or before a community organization on new career opportunities in the community.	To show that the center is up to date on current career trends.
Write a newspaper article on how the increasing number of reentry women are handling the problems associated with their return to work.	To show that the center counsels reentry women.
Write a report about the center, its clients, and its outcomes.	To indicate the sponsoring institution's support of the center.
Write a newspaper article on the success of a project that received collaborative support from the center and another community agency.	To show that the center is capable of carrying out projects of mutual benefit to other community agencies.

Attracting Clients and Prospective Markets

Marketing Strategy	Goal
Make a presentation at the sponsoring institution or before a community agency on a new career workshop being conducted at the center.	To attract registrants.
Write a newspaper article on a new counseling service to help reentry women deal with the problems of returning to work.	To attract reentry women to the center's counseling service.
Make a presentation before the sponsoring institution's budget committee on how the center has helped to increase enrollments at the sponsoring institution.	To gain financial support from the sponsoring institution.
Prepare a proposal to a government agency that will highlight some of the ways in which you can help create an awareness of the center.	To receive funds for carrying out the project.

Your manner of presentation will determine the success of your efforts.

Before starting out to develop promotional materials, you must realize that they will serve two distinct purposes: 1) to make people aware of the center and thereby get them interested, and 2) to attract clients to the services offered by the center. Distinctions between these two objectives are outlined above.

Logo. Long ago, industry learned that visual recognition is important for establishing an identity. Therefore, develop a logo for your adult career center and have it imprinted on all center stationery and printed publications. You must first find out the sponsoring institution's policy regarding this. If policy rules that only the institution's logo is to be used by all its departments and subdivisions, you may want to use unique lettering for

your center title and/or have stationery and printed publications appear on a special color paper.

Brochures and other literature. In many instances, people's perceptions of the center will be based on the quality of your printed materials. Therefore, such literature must be informative, accurate, and appealing. Later on, we shall discuss ways in which the public relations director at the sponsoring institution may assist you in their development.

Materials about the center will have different life spans. A brochure describing the center may be used over and over again whereas a flyer announcing a specific event can be used only once. A poster tacked on the bulletin board in a supermarket may be taken down in a week, but the same item on a library's bulletin board may last indefinitely.

Other printed materials such as book-marks, placemats, and flyers are relatively reasonable to reproduce in large quantities and can be placed as promotional pieces in many areas at the sponsoring institution as well as in public libraries, municipal buildings, banks, and so on, where they will be available to the general public.

A center newsletter can be published on a weekly, bimonthly, or monthly basis and written to a large or small audience—for example, to the sponsoring institution, target populations, clients, and/or prospective markets in the community.

Reports are an effective means of providing information on client enrollments, descriptions of activities, and outcomes of your programs. These can be influential when distributed to people or organizations that can provide valuable resources to the center.

Mailing lists. Include the names and addresses of faculty and staff of the sponsoring institution on the center's mailing list for center newsletters, brochures, and announcements or flyers about center activities, and try to follow up these mailings with personal contact.

Direct mail campaigns can be very effective. People are inclined to be receptive to taking action in their career situations when

they receive such related information in their personal mail. They are also more likely to place it somewhere in their homes where it is filed for future reference.

Meetings and presentations. Meeting with people from the community and sponsoring institution will be one of the most time-consuming but important aspects of your role as center director. Later on in this chapter we shall deal with your responsibilities as a participant in meeting with people who can help you in your endeavors. Here, however, we shall discuss some pointers that apply to all meetings you will be attending or conducting.

Whether you are meeting with faculty or business and community leaders, remember that results do not happen overnight. You must meet with these people for a long period of time in order to make the right contacts and gain prominence.

As we have emphasized throughout this *Handbook*, your presence at faculty, business and community, and special interest meetings gives you a great deal of visibility and allows you an opportunity for disseminating information about the center. Holding your own meeting, however, is also beneficial in serving your purposes. And, it is even more practical than other methods of giving the center exposure, as holding meetings and making presentations are relatively inexpensive.

Meeting preparation requires a clearcut definition of purpose, creation of a presentation dealing with that purpose, a careful consideration of the audience, and good timing. For example, it would be next to impossible to hold one meeting to attract client, community, and sponsoring institutional support. You may decide either to have a series of meetings devoted to each of these groups, or to cover all of your objectives at a single meeting with each group. You should have a good estimate of the time duration of a meeting, and schedule it at your audience's convenience.

Meetings may be held on an individual or group basis, by invitation or general announcement. Always have adequate seating for all attendees. People will be as impressed

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by the way you conduct a meeting as by your literature, so careful planning is a "must."

You and your staff will be responsible for making a sound presentation and creating a relaxed but participative environment. Regardless of the topic, the presentation should always be simple, consistent, and reinforced throughout. Its effectiveness will be reflected by the number of referrals you get as a result.

Reports on the meetings and the presentations themselves can be an item for the center newsletter or media coverage by the sponsoring institution and community.

Goal 2—To Promote the Center to the Community—Obtaining Community Resources to Provide Center Services

Once you have established your objectives and have started using the promotion techniques suggested on the previous pages, you will have laid the groundwork for developing a referral network in the community. Attend chamber of commerce, community, and professional organization meetings and development councils and become acquainted with as many people as possible in the community.

Always carry calling cards and several brochures about the center to give to people who show an interest in the programs. You might even want to ask your local chamber of commerce if they'd enclose some literature in the community's Welcome Wagon materials!

Although you won't be able to establish links with every community organization you reach out to, you will find that many doors will be easier to open now than before. Furthermore, people in these organizations and agencies will recognize you as a representative of the center, and will have a basis for understanding your objectives and working with you to develop activities of mutual benefit.

Now you can start your follow-up by matching community agencies that will be most beneficial to your objectives. Prior to your meetings with the representative, find

out as much as you can about the agency and the person you'll be talking with in order to have a sound background for discussing topics of mutual interest and concern. Read all pertinent literature and any articles that have appeared on the agency and, if possible, become acquainted with the personality of the representative (attend meetings where this person speaks). Be prepared to cover the following ways in which you might utilize this agency's resources:

- run center workshops at the community agency site and vice versa
- offer counseling or advisory services at the community agency site
- use the community agency's facilities for joint programs with your clients
- write articles for the agency's periodicals
- gain permission to distribute and post center activities on the community agency premises
- develop a referral system with the agency
- suggest that your staff speak at the agency and vice versa
- provide your staff's services to counsel adults at the agency and vice versa
- post job placement ads at the agency
- provide center literature for clients at the agency
- set up an orientation session for agency staff to refer people to the center
- contract for services
- use the agency's mailing list

Throughout the meeting, try to focus on those areas of mutual concern that would lend a cooperative spirit. For example, if you are interested in providing a job placement service and can estimate the number of potential placements among your clients, you may be able to convince the agency to create a position for a job placement specialist at the center.

The meeting should last about 30 minutes. Do not overstay your welcome. Even though you may not have been able to agree on any cooperative ventures, the meeting will have been successful in that the representative of the agency will now have a better under-

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standing of the center's purposes and programs, and may become an excellent contact for referrals. If the meeting is successful, of course, you will be well on your way to using community resources for developing your services and ideas more effectively, which will benefit not only your clients (and clients of the agency) but also your center and the agency.

Meetings with other agencies will be easier after your first experience. And, each meeting will be adding another link to your referral network.

Goal 3—To Promote the Center to the Sponsoring Institution—Obtaining Institutional Resources to Provide Community Services

People in various positions at the sponsoring institution should be familiar with the center and become acquainted with you. These include decision makers and others in administration, faculty members, secretaries in the admissions and continuing education offices, and switchboard operators. Invite these people to an informal luncheon held at the center to introduce yourself and the members of your staff. Having the president speak at this occasion would enhance the occasion and confirm the importance of the center. You may wish to distribute brochures about the center, a newsletter, or even a poster to all the guests. (Do not overload them with materials that will be discarded immediately.)

Talking about the center with these people at other gatherings such as this and formal meetings will reinforce their impressions of you and your efforts.

Public relations director. The public relations office at the sponsoring institution is a good place to start inquiring about promotional methods. After describing your needs, the public relations director will be able to tell you which services can be offered free of charge or for a fee through the sponsoring institution. This person will also explain the procedure for using the public relations

department. In many instances, public relations personnel at the sponsoring institution will do the following for you:

- write copy for brochures, news articles, and newsletters
- arrange for press conferences
- arrange for interviews with reporters
- make decisions on the content of sponsoring institution publications
- organize direct mail campaigns

You may ask to see some files of the materials the department has been responsible for in the past such as catalogs, brochures, and news releases. These materials may be an excellent source for ideas on ways in which you'd like to promote the center.

If the public relations department is too busy to work with you, they might recommend some free-lancers.

Other departments at the sponsoring institution. The admissions, placement, student activities, and continuing education departments at the sponsoring institution have had experience in reaching out to target populations similar to those at the center. Therefore, find out how they've succeeded and what approaches they have found to be most effective. These departments will also advise you on how to establish a relationship with the public relations department, news media, and other communications networks. Of course, directors at other adult career centers and your advisory panel should be consulted also.

Decision makers. In this day of limited resources, dropping enrollments, tight budgets, and inflation, adult career centers must compete with other departments at their sponsoring institutions for financial support (through funding) as well as release time and support services. Therefore, you must establish solid links with the decision makers, or the people who control these resources at the sponsoring institution. Decision makers are usually your superior and his/her superior, the controller, president, leaders of the

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faculty and employee associations, and department chairpersons.

Answers to the following questions should provide information that will have an impact on any requests for support from the sponsoring institution:

Does the center generate enough income through full-time equivalent students (FTE, or increased enrollment of courses offered by the center) to support itself?

Does the center provide a needed support service to students that is not available at the sponsoring institution?

Is the center helping to increase enrollments at the sponsoring institution?

Must the center obtain outside funds in order to run some of its programs?

What is the quality of the center's services?

Does (or will) the center provide any services that can help a department at the sponsoring institution better accomplish its objectives?

Keep the decision makers up to date on the center's progress by sending them newsletters, news releases (circle points you wish to bring to their attention), evaluation information, a summary of your annual report, and any other information needed for making budget decisions. Also invite them to meetings with your advisory panel, special functions, and workshops.

The admissions officer, registrar, placement officer, and continuing education officer offer a valuable communications network for disseminating information about the center. Meet with these people and arrange to have information about the center published in admissions materials, catalogs, and master schedules. People who receive catalogs and master schedules are inclined to save them for future reference. Inclusion of information about the center in these materials will be at their fingertips if and when they need to refer to it.

You might also see to it that the center's telephone number is listed separately in the sponsoring institution's telephone directory.

Faculty. Faculty at the sponsoring institution are an excellent resource for offering counseling advice, conducting workshops, and referring students to the adult career center. The sponsoring institution may be willing to extend its services at a nominal charge or no charge whatsoever. You can arrange a reciprocal agreement with the sponsoring institution whereby you or your staff make class presentations at the institution, cover a class for them, or provide some research or referral service in return. Become acquainted with the faculty at meetings or luncheons, and select those members who seem most interested in your programs.

Include faculty names and addresses on your mailing list, and make it a point to attend faculty meetings. Find out which departments provide release time—for example, a faculty member may be released from teaching one class to work in the center; a counselor at the sponsoring institution works a certain number of hours per week at the center; a librarian is given time to establish the center's career materials collection.

By all means, be sure to give recognition to contributing faculty members, as this will motivate other faculty members to participate. Some ways to publicize the efforts of faculty members are given as follows:

- Write about their activities in sponsoring institution, community, and other professional publications.
- Send a memo to the faculty member's supervisor, in appreciation of the contribution.
- Ask the faculty member to talk about the activity at a conference.

Goal 4—To Attract Clients

The methods discussed in goals 1, 2, and 3 are also aimed at attracting clients to the center. Goal 4 will concentrate on ways to reach affiliated and unaffiliated populations.

Affiliated populations. Many people are affiliated with groups and organizations that offer an ideal means for disseminating infor-

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mation about the center. Any social service, community service, professional organization, and association directory, as well as the Yellow Pages, will give you an idea of the number of organizations that have memberships of adults.

The affiliated population of students at the sponsoring institution is the easiest to reach if you

- include information about the center in admissions materials, catalogs, and master schedules
- obtain mailing lists of student names and addresses and send them literature about the center
- speak to classes
- make presentations to campus clubs and organizations
- post notices and tack up center posters around the campus
- encourage referrals from faculty and staff

If you can obtain a community organization's mailing list of members, direct mail is another useful way to reach affiliated groups. For example, retired people can be contacted through the American Association of Retired Persons (AARP). Or, you may arrange to apply the direct mail strategy of enclosing center information in monthly bank statements and charge card or utility billings. If you have been successful in building a network of referrals and contacts in the community, it

may be possible to obtain these lists free of charge. It is likely that the sponsoring institution's continuing education department will offer to let you use its list.

Consult with the public relations director at the sponsoring institution about direct mail campaigns, as the timing and spacing of mailings is crucial.

Unaffiliated groups. Although difficult to reach, many of the center's objectives are directed at these people. This group comprises people who spend most of their waking hours at home (e.g., housewives), the unemployed (who have used up their unemployment benefits), drifters who frequently move from place to place, and dropouts from society.

In order to reach these people, it is important to have an understanding of how they function. For example, radio or TV ads and announcements would reach people at home; posters in bus and train terminals would be seen by the drifters; a speaker system in a mobile adult career center would be heard by residents in a suburban neighborhood.

PROMOTION TASKS CHECKLIST

The Promotion Tasks Checklist on pages 109-110 outlines ways of integrating Goals 1-4 into your center's program during the first year of its existence. Use this as a guide in developing your marketing program.

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Promotion Tasks Checklist

Attend meetings

Individual and Group

Sponsoring Institution

faculty
advisory panel (decision makers)
administrators
student organizations
student orientation

Community

business leaders
labor unions
government-sponsored programs (public agencies)
professionals
special interest groups (ethnic, racial, minorities)

Attend 20% of all meetings for members of the sponsoring institution.

Attend at least one community meeting per month.

Make presentations

Individual and Group

Consider all the groups listed above.

Make one presentation at a meeting conducted by the sponsoring institution.

Make a presentation at each student orientation.

Make at least two presentations to community groups.

Make at least five small group presentations to community and institutional decision makers.

Conduct meetings

Orientation to the center
Open House
Luncheon
Advisory Panel
Workshops and conferences
Career Fair

Conduct an open house for administrators, faculty, and staff at the sponsoring institution.

Conduct an open house for leaders in community organizations.

Conduct an open house for target populations.

(continued)

Promotion Tasks Checklist (continued)

Become part of communications network

- Center description in sponsoring institution's catalog
- Schedule of center events in sponsoring institution's master schedule
- Center description in sponsoring institution's continuing education schedule
- Listing under sponsoring institution's name in telephone directory
- Center information enclosures in charge card and utility billings and bank statements
- Center literature in community's Welcome Wagon materials
- Center information in business newsletters and community newspapers

Print and distribute materials

- Posters
- Calling cards
- Bookmarks
- Reports
- Newsletters
- Placemats
- Coupons
- Reply postcards
- Brochures
- Flyers and mailers
- Stationery for correspondence
- Reprints of news articles, testimonials, etc.

Distribute several hundred brochures to various offices and heavily trafficked areas within the sponsoring institution.

Distribute several hundred brochures to municipal buildings, public libraries, public agencies, chambers of commerce and interested business offices.

Send copies of the center's annual report to decision makers at the sponsoring institution and in the community.

Send two bulk mailings to target populations: administration, faculty, and students at the sponsoring institution; and community organizations.

Make use of mass media

- News releases
- News articles
- Human interest articles
- Community service bulletins
- Display ads
- Audiovisual presentations
- Talk show (radio and TV)
- Radio and TV advertising spots

Have an article about the center published at least every two months in the local newspaper.

Run a display ad in the local newspaper during peak registration times.

Make local radio and TV appearances at least two times.

8

EVALUATION

Henry M. Brickell and Regina H. Paul

This final chapter on evaluation brings you full circle—to setting objectives. It tells you whether you accomplished them. More exactly, if done well, it tells you to what degree the adult career center accomplished each objective with each target population. This is what evaluators call *summative* evaluation: it yields an endpoint summation of what you have—and have not—achieved. It supplies a final judgment on what the semester, year, or special activity has produced. Think of it as *product* evaluation because it appraises the results, outcomes, and impact of your work on the lives of your clients.

Summative evaluation is most useful to outsiders who need or want to know how well you have done—or who are at least willing to hear you brag about it. Here are some typical uses for the results.

- Inform your governing board or advisory committee about how their decisions or advice worked out.
- Tell your superior at the sponsoring institution whether you accomplished what you said you would.
- Show how the adult career center helped advance the common mission of some or all departments in the sponsoring institution.
- Report to a funding agency whether you met program or project objectives.
- Demonstrate to the organizations that cooperated with you what you were able to accomplish jointly.
- Keep the community apprised of your center's services and impact.
- Let the clients who participated know what the center helped them achieve.
- Make clients aware of how they benefited from the center.
- Advertise your successes in order to attract prospective clients to your center.
- Review the management decisions you made to see where you went right and wrong.

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- Reexamine your objectives for realism and feasibility.

Summative evaluation can do a lot of things, but the one thing it cannot do is to help you change the past semester, year, or special activity. It comes too late for that.

Fortunately, there is another kind of evaluation for this purpose—a kind of evaluation that comes early enough to help. *Formative*, or process, evaluation lets you look over your own shoulder, as it were, to see how well you are doing while you are still doing it, and do better before it is too late. It goes on while the work is still in process.

Formative evaluation is most useful to a center director who is carrying out day-to-day activities and is in a position to correct errors or intensify successes. Here are some typical uses for the results:

- Keep the center director informed about what the staff is doing from week to week.
- Check actual activities against planned activities.
- Stay within budget.
- Check the feasibility of conducting an activity.
- Collect clients' reactions to an activity early enough so that the remainder can be modified if necessary.
- Shift time, money, and staff out of activities that are not working and into ones that are working.
- Compare two competing procedures.
- Figure the cost of an activity in money, time, and effort.
- Confirm soft impressions of a process with hard data about it.
- Get a description of an activity to use in interpreting the results of the activity in the summative evaluation.

The difference between formative evaluation and summative evaluation is the difference between evaluating what is being formed on the potter's wheel and evaluating what comes out of the kiln, between judging the technique of milking a cow and measuring the milk in the bucket. Doing the first is a

way of making sure you will like the results when you do the second.

EVALUATION AS A PART OF REGULAR OPERATIONS

You probably do not have an evaluation specialist on your own staff and you probably cannot afford to hire an outsider. Moreover, you probably do not have the time to conduct an evaluation as a special and separate activity, given everything else you are doing. Thus, your evaluation will have to be accomplished by the regular staff as a normal part of center operations.

If evaluation is to be a by-product of ordinary center operations, it has to be routine and inexpensive. The process of collecting the information, tabulating it, displaying it in tables and charts, analyzing it, and reporting it must be simple enough so that you and the regular staff can do it without any special expertise. Ideally, collecting and tabulating the information and reducing it to tables and charts will be a matter of simple clerical work. Keeping it that easy makes it possible to perform both formative and summative evaluations without interrupting the natural daily flow of center operations. That, in turn, makes it possible to evaluate often enough to improve those operations.

In keeping with those concepts—making evaluation simple, routine, inexpensive, clerical, and regular—think of evaluation as tracing the clients. As clients enter the center, use its services, and exit from it, you and the staff can record the normal management of their progress. Such records need not be created primarily for evaluation, but rather as part of the normal paperwork used for moving clients into, through, and out of the center. The evaluation reports can be a by-product of these records. That is, you can use the records created in the ordinary process of operating the center, tabulate the data in them, design tables and charts, analyze the information in them, and write evaluation reports for yourself, the center staff, and outside audiences.

In short, by simply drawing on these

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records, you can evaluate clients' progress and thereby evaluate how well your services are working.

EVALUATION AS THE STUDY OF CAUSE AND EFFECT

The best evaluation reports show not only what is happening, but also explain why it is happening. That is, they show effects plus the causes of those effects. They reflect the connection between what you are putting into center services and what the clients are getting out of them.

From an evaluation viewpoint, every time you open up a new service, change an old service, mount a recruiting campaign, hire a new staff member, or link up with another sector in the community, you are setting up a hypothesis: that clients will be served better as a result, that more people will hear about the center, that more clients will use it, and that more clients will have their needs satisfied. Every one of those hypotheses can be checked. Did more people hear about the center? Did more clients use it? Were they better satisfied because of your recruiting campaign, your new staff member, or your new computer terminal?

You can design evaluations to answer these questions in order to discover whether what you thought would happen actually did happen. In the jargon of evaluation, you can relate independent variables (center activities) to dependent variables (client activities). (Evaluators use the terms "independent/dependent" to indicate that client activities depend on center activities.) Center activities are the cause; client activities, the effect. The term "variables" simply indicates that as center activities vary or change, client activities can also be expected to vary or change.

Now, to put all the evaluation jargon together, changes in the *independent* variables, also called the *input* variables or the *process* variables (e.g., center activities), are used to produce changes in the *dependent* variables, also known as the *output* variables or the *product* variables (e.g., client activities).

The *intervening* variable is another evalua-

tion phrase that you might find useful. Intervening variables are neither the independent/input/process variables measuring activities used by the center to serve clients nor are they the dependent/output/product variables which show what effects the center has had on client activities. Instead, they are the things that *intervene* between center activities and client activities and thus influence the effects that center activities have on client activities. An intervening variable may be a genuine intervention from the outside—for example, when the campus of the sponsoring institution closes for three months because of a faculty strike and client enrollment at the center evaporates. Another type of intervening variable may be characteristics of the clients themselves—such as age, sex, level of education, or other characteristics—which "intervene" to determine what effects the center activities will have on client activities. In other words, intervening variables measure influential factors other than center activities or client activities.

If you want to relate center activities to client activities, and if you want to take into account the factors that intervene to influence the effect of center activities on client activities, you will need records of all three. Fortunately, it is possible for the ordinary operation of a center to produce all three kinds of records with no extra effort.

Because changes occur over time, you will also need a record of center and client activities, as well as the influential factors over time. Again, it is possible to create such records in the ordinary operation of a center.

You may want to evaluate the services of the center on an individual basis as well as the effectiveness of the center as a whole. The following sections of the chapter will help you with both. The procedures illustrated for evaluating the individual services are more formative than summative and are based on the assumption that you will want to watch each service frequently and closely, and improve it as promptly as possible. The procedures illustrated for dealing with the evaluation of the center as a whole are more summative than formative and are based on the assumption that you will need some kind

of overall evaluation of what the combined set of individual center services have accomplished for all the clients over a one- or two-year period.

EVALUATING 10 TYPICAL SERVICES

Every center has its own set of services which change over time; some are dropped, others added. This makes it nearly impossible to explain how to evaluate every service in every center. The next section of this chapter explains how to evaluate 10 center services that are commonly offered. Taken together, the 10 services make up a good cross section of the kinds of services any center is likely to offer. The evaluation techniques used for the 10 services make up a tool kit that can be used for evaluating any service. The 10 sample services used to illustrate evaluation techniques are these:

1. Personal assessment
2. Career information
3. Career courses
4. Career counseling
5. Volunteer activities
6. Career trials
7. Job listings
8. Assessment of experiential learning
9. Job placement
10. Faculty development

Each example consists of three segments. Keep in mind that the examples and segments given are simply illustrative and are intended merely to give you an idea of what can be done. The examples show only some of the possibilities and are not prescriptions for the way you should handle your individual situations. You will have your own ideas about answering questions pertaining to your particular services and about the best ways to arrange the data—to find the answers for yourself and the center staff and to report those answers to outside audiences.

Each of the 10 examples consists of these three parts:

1. *Description of Service.* Example of the printed version that explains the service to the clients.

2. *Collecting Information.* A list of data to be collected and recorded while providing the service, and a procedure for doing that.
3. *Analyzing and Reporting Results.* A sample table or chart showing how the data can be analyzed and displayed, followed by a brief set of comments showing how the data can be interpreted.

Sample Service 1.

Personal Assessment

Many centers offer their clients help in understanding their own interests, abilities, and potential. This example indicates how such a service can be evaluated.

Description of service. Two days of *thorough appraisal* of client's likes and dislikes, interests and disinterests, general abilities and special talents, past accomplishments and future potential. The appraisal uses interviews, questionnaires, paper-and-pencil tests, and performance situations to look over client's education, family, and career history.

Followed by two hours of *personal consultation* to interpret the results of the appraisal and to project career options.

Collecting information. Develop a standard form for collecting a set of data on each client who uses the service. Here is a sample of the kind of information you might collect.

Sample List of Data for Personal Assessment Form

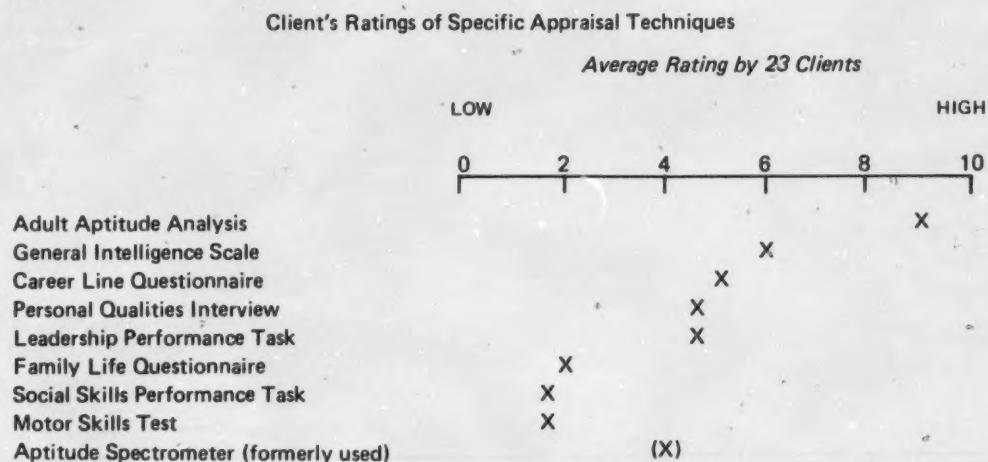
- Client
- Dates of appraisal
- Length of appraisal
- Instruments, exercises, and procedures used
- Scores (or other data) from the appraisal
- Date of consultation
- Length of consultation
- Career options presented to client
- Client's ratings of value of specific appraisal techniques
- Client's ratings of value of set of career options

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A single form in triplicate can be used for the entire record of the appraisal, the consultation, and the client's ratings of both. The form is filled out progressively as the appraisal and consultation unfold; a copy of it becomes a summary report to the client, and the original is placed in the center's permanent files.

Analyzing and reporting results. Data from a number of client Personal Assessment Forms can be tallied to produce tables like the one shown in the sample report below. (This table uses only the client's ratings of the value of specific appraisal techniques. Other tables can, of course, be developed by using

Sample Report



Evaluation of Specific Appraisal Techniques. Clients think the information they get from the Adult Aptitude Analysis test is extremely valuable. (This is a new differentiated aptitude test introduced last August to replace the low-rated Aptitude Spectrometer, and it clearly ought to be kept in the battery.)

Clients find the General Intelligence Scale, the Career Line Questionnaire, the Personal Qualities Interview, and the Leadership Performance Task (LPT) satisfactory. But, the LPT drew ratings ranging from 2 to 10 and is not working well with women, as shown by an average women's rating of 3.1 compared to an average men's rating of 7.4. We need to find some other leadership exercise for women or perhaps have women and men perform the LPT in separate groups from now on.

The Family Life Questionnaire, the Social Skills Performance Task, and the Motor Skills Test ought to be dropped completely or replaced with something more acceptable to clients. The clients evidently do not see how our counselors use the results to project career options for them. An alternative solution would be to have the counselors explain to the clients how the results of these three tests are actually used in drawing up lists of career possibilities.

Evaluation of Personal Assessment Service as a Whole. Something is fundamentally wrong with our Personal Assessment Service because it was used by only 26 of the 317 clients at the center last year. Of the 26, only 23 came in for the personal consultation following the two days of testing; and, they gave it only medium ratings. The director and staff should perhaps interview a cross section of clients who have and have not used this service and then make needed changes or else terminate it.

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data such as length of consultations, career options presented to clients, client's ratings of those options, and so forth.)

Sample Service 2. Career Information

Most centers offer clients information about career possibilities through various media. If your center does that, here is an example of how you might evaluate it.

Description of service. The career materials collection has all the information anyone would ever want to know about how the world of work is organized and what kinds of careers are out there. It offers everything from general maps showing how dozens of careers are clustered together to detailed descriptions of tens of thousands of specific jobs ranging from accountant to zookeeper.

The career materials collection also offers books, magazines, catalogs, files, filmstrips, slides, tapes, sound/slide sets, audio cassettes, video cassettes, a microfiche reader, and a computer terminal.

Collecting information. A short form can be created to collect information from each client who uses the career materials collection. A sample of the kind of information you might collect is shown below.

Sample List of Data for Career Information Form

- Client
- Dates of use
- List of resources available*
- Resources used by client
- Approximate length of time each resource is used
- Client's rating of each resource used
- Client's rating of satisfaction with visit to career materials collection
- Client's request(s) for missing resources

*Preprinted on form

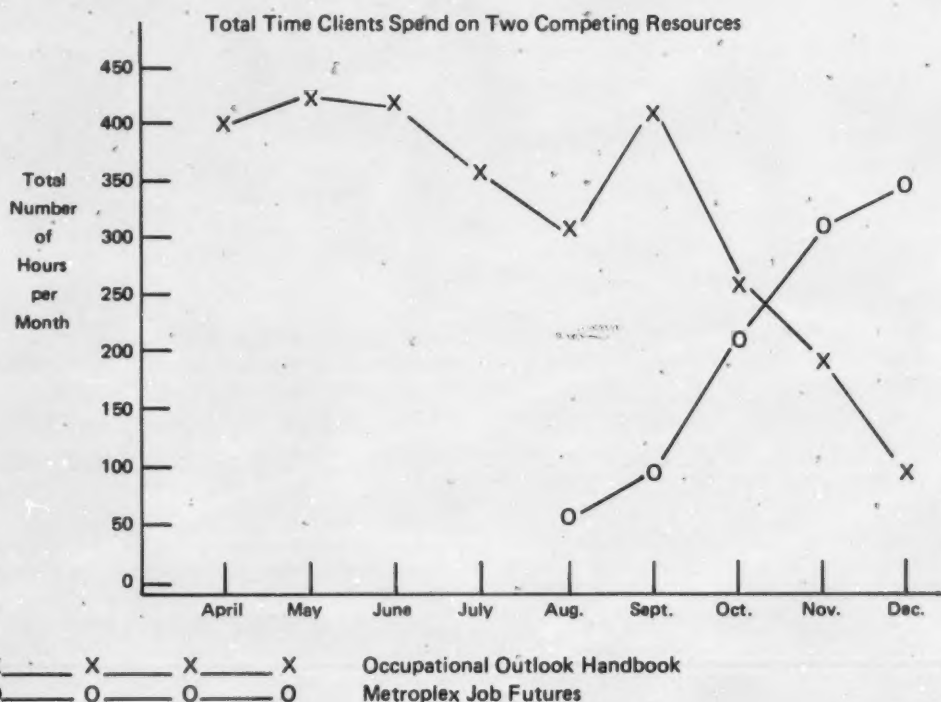
A list of the materials each client uses should be recorded on a Career Information Form. The receptionist can complete the form by interviewing the client or the client can fill it out. The procedure should take about two minutes.

When reports from many clients are tabulated and summarized, the general pattern of client use of the career information service and their satisfaction with it will become quite clear.

Analyzing and reporting results. One possible effect of providing career information in some new form is that your clients will find it preferable to some previously popular form. Taking information from a number of client Career Information Forms over a period of time and plotting it on a simple graph can show whether something new is replacing something old. Such a comparison appears in the sample report on the opposite page. (The graph shows trends for what appear to be two competing resources. Other graphs can, of course, be developed by using other data to show the more popular resource, the average amount of time clients spend with each one, whether better-educated clients use resources different from those chosen by less educated clients, and so forth.)

EVALUATION

Sample Report



Metroplex Computer Terminal Replacing Handbook. We did not realize how right we were last spring when we brought the Advisory Board our budget recommendation of \$7,600 for installing a terminal connecting us to the Metroplex Job Futures system. Metroplex, you may remember, is a computerized data bank of job prospects for our six-county metropolitan area. It is updated quarterly and has proven to be very reliable in making predictions over the past three or four years.

We recommended it because we thought our clients might prefer it to the various publications we have, which give the job outlook for the nation and, in some cases, for the state. How right we were!

The Metroplex terminal went into operation in August and our staff began noticing its popularity in September as soon as the fall semester started. (Sometimes we had a waiting line!) What we did not notice until we tabulated the Career Information Forms was the dropoff in the use of the *Occupational Outlook Handbook* as soon as Metroplex arrived.

The chart shows clearly that *Handbook* use rose back to its normal level in September after the usual summer dip, and then started dropping just about as fast as Metroplex was rising. The staff has been asking clients about it informally since they made this chart and finds that clients seem to prefer Metroplex because 1) it shows jobs within 50 miles (most of our clients want to work in our metropolitan area), 2) clients think a computer is more fun than a book, and 3) our counselors have been pushing Metroplex.

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Sample Service 3. Career Courses

Some centers operate career courses to give groups of clients an in-depth exploration of career possibilities. Sometimes called seminars or workshops, the courses last from a weekend to a semester. If you offer one or more such programs, you will be interested in this illustration of how they can be evaluated.

Description of service. A 15-week intensive career workshop for women wishing to return to work after being away for a number of years. The workshop runs from 8:00 p.m. to 10:00 p.m. on Wednesdays (except legal holidays). Enrollment is limited to 20 women who have had at least three years of full-time paid work experience and have *not* worked full-time for the past five years or more.

After a series of lectures, films, readings, field observations, and interviews with at least three women who have recently returned to work, participants will write their own personal career plans outlining what they will do in the next three weeks, three months, and three years.

Collecting information. The reactions, plans, and immediate next steps of all workshop participants can be summarized on a single form for each participant. A list of the kinds of information the form might contain is shown in the next column.

Sample List of Data for Career Courses Form

- Client
- Dates of workshop*
- Number of sessions*
- Number of sessions attended by client
- Number of assignments completed by client
- Client's plans for first three weeks following workshop
- Planned activities completed by client in three weeks following workshop

*Preprinted on form

Although all the information can be summarized on a single form for each client, it will have to be collected during an 18-week period—that is, the 15 weeks of the workshop and the third week following the workshop. Information can be collected by the instructor at each of the 15 workshop sessions. At the end of the 18th week, either the instructor or a clerk can obtain final information through telephone calls to the former workshop participants.

Analyzing and reporting results. Among all the information collected from workshop participants, none is perhaps as important as reporting whether they carry out their career plans immediately after leaving the workshop. That information can be displayed in a format like the one shown on the opposite page. Of course, a number of other reports can and should be drawn from the form containing data for career courses. These reports include attendance figures, completion of assignments, realism of plans made by participants for the first three weeks following the workshop, and so forth.

EVALUATION

Sample Report

Career Planning by Clients: Actionable or Not?

<i>Proportion of Planned Steps Completed during Three Weeks Following Workshop</i>	<i>Number of Clients</i>
All	11 of 17
Some	3 of 17
None	3 of 17

The table shows that more than half the workshop participants carry out the plans they have made for the first three weeks following the workshop. We have not followed up the participants to see what they did three months after the workshop, and it will be some time before they have been out of the workshop three years. Nevertheless, we think it is encouraging that all but three of the participants in the latest workshop executed at least some of their plans within the first three weeks. Moreover, one of the three who did not carry out her plans failed to do so because of a serious illness in her family during the last week of the workshop and the three weeks following.

It is important for participants to begin carrying out their plans independently as soon as they leave the workshop. We assume that those who do not do so in the first three weeks will probably not carry them out in the next three months or three years. One reason for our high success rate is that the instructor strongly encourages participants to make short-term plans which are realistic and very likely to be carried out. We believe that small steps, taken now, as planned, build confidence for taking larger steps later. We would much rather have an adult finish seven small steps on her own than complete one large step and then abandon the remaining six.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Sample Service 4. Career Counseling

The typical center has one or more professional counselors available to help clients think through their personal circumstances and their career opportunities, and to encourage and support them in planning future steps in their lives.

Description of service. The center employs a full-time professional counselor who is thoroughly trained and experienced in guiding adults through their career development. The center also maintains a small staff of part-time counselors with diverse personal backgrounds and professional specialties.

We recommend an initial interview with our full-time counselor, with subsequent sessions scheduled with the most appropriate part-time counselor. Initial interviews can be scheduled by appointment from 9:00 a.m. to 5:00 p.m. Mondays through Fridays. Subsequent interviews can be scheduled at the convenience of the client and the counselor from 8:00 a.m. to 10:00 p.m. Mondays through Fridays, and from 9:00 a.m. to 4:00 p.m. on Saturdays.

The initial interview is free of charge, and subsequent interviews are \$20 per one-hour session.

Collecting information. Two short forms might be used to collect information: the first to trace the client's sessions with the counselors (both the initial interview and subsequent interviews) and the second to collect the client's final appraisal of the series of sessions.

Sample List of Data for Career Counseling Forms

Session Form

- Client
- Dates of sessions
- Length of sessions
- Counselor(s) at sessions
- Brief notes on client's plans for next steps

Appraisal Form

- Client
- Client's rating of initial interview
- Client's rating of subsequent interviews

The counselor(s) can maintain the Session Form by writing in comments and notes about the client during each session and noting the client's plans after the final session. The counselor should then transmit this form to the center director.

The Appraisal Form should be given to the client by the counselor at the close of the final session, along with a sealable envelope addressed to the center director.

Analyzing and reporting results. The data collected on the two career counseling forms can be analyzed to show what percentage of clients prefer counseling to other services, what kinds of plans they make as a result of counseling, how they rate the counseling, and so on. Or, data can be taken from other forms to show, for example, what kinds of clients choose counseling. The sample report shown on the opposite page relates two items from the Career Counseling Forms.

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Sample Report

Client Satisfaction Related to Number of Counseling Sessions

Degree of Satisfaction (7-point scale)	High	7			I		I	III I	III II
		6				I			II
	Medium	5			III	IIII		III III	
		4			III	I		II	
		3			III				
	Low	2	III III			II			
		1	I	I					
			1	2	3	4	5	6-10	11 or more
			Number of Sessions						

The longer clients continue in counseling, the better they like it. Or, the better they like counseling, the longer they stay in it. We cannot tell which is causing which; all we know is that the two go hand in hand. We assume that those who find counseling satisfactory continue and that they continue to find it satisfactory.

The chart shows that 10 people did not go beyond the initial interview. We know from our records that 6 of the 10 chose services other than counseling, often on the recommendation of our full-time counselor. Of those who came back for subsequent counseling interviews, well over half rated those sessions as 5, 6, or 7 on a 7-point scale of satisfaction.

Judging from these third-year results for the 58 people who sought counseling help, we believe that our career counseling service is in good shape. We have certainly eliminated the problem identified in our report of two years ago, showing that less than one-third of all clients who had an initial interview came back for subsequent interviews.

That shift is worth explaining. You will recall that in the first year we had a staff of full-time counselors only. We gradually discovered that younger adults (under about 30) with little or no career experience were quite willing to participate in these counselors' sessions whereas older adults (over about 40) with considerable career experience behind them strongly preferred counseling sessions with older people who had considerable career experience themselves—and preferably in occupations related to those of the clients.

That is when we decided to replace two of our three full-time counselors with part-time older persons drawn from different career fields. It took time to find the right mix of personality, training, and experience for our part-timers. However, we have slowly accumulated a strong group of retired executives, personnel officers who moonlight for us, a vocational counselor who wants part-time work, and others who are seasoned enough to be acceptable to our mature clients. That explains the turnaround from two years ago.

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Sample Service 5. Volunteer Activities

Many centers operate a volunteer program which gives their clients a wide range of benefits such as having the chance to explore careers in the public sector, developing an understanding of individuals in our society who need special help, earning academic credits for real-life experiences, and learning more about their communities. Here is one way to evaluate a volunteer program.

Description of service. The Volunteer Bureau at the center offers volunteer placements to clients in over 100 agencies and organizations in the country. Each client is required to spend at least two hours in volunteer work per week for at least five weeks. For every five weeks completed, the client receives one-eighth of a credit from the college.

Because of the size of the volunteer program operated by the bureau, no individual counseling is provided by bureau staff about the placements most suited to a particular client's interests or abilities. Clients make their choices on the basis of a brochure describing the program and an accompanying list of available placements updated biweekly by bureau staff.

Collecting information. A single form can be used to collect data from the client and to obtain certification by the agency or organization that the client participated as planned. The data you might gather are listed in the next column.

At the end of each five-week placement, the client will fill in the attendance information, have a representative of the cooperating agency or organization sign the form, then complete his/her ratings of the placement and the bureau and return it to the bureau. No

Sample Data for Volunteer Activities Form

- Client
- Cooperating agency or organization
- Type of volunteer activity
- Career field associated with volunteer activity
- Number of volunteer sessions attended
- Length (in hours) of each volunteer session
- Number of different placements client has completed
- Client's rating of value of service he/she provided
- Client's rating of activity as a learning experience
- Client's rating of bureau's administrative effectiveness
- Certification by agency or organization of client's attendance

academic credit can be awarded until a completed form is in the bureau files at the center.

The client will receive a copy of each of his/her forms to use in documenting his/her experiences for potential employers.

Analyzing and reporting results. One measure of the bureau's effectiveness is whether it gets "repeat customers"—that is, whether clients complete more than one volunteer placement. A sample reporting of that data is presented on the opposite page. Of course, many other aspects of the bureau's work could also be described and evaluated, such as the variety of career fields being explored, the type of agencies and organizations which attract the most volunteers, the types of placements which make especially rich learning environments for the clients, and so on.

EVALUATION

Sample Report

Clients as Repeat Customers of the Volunteer Bureau

<u>Number of Volunteer Placements Completed</u>	<u>% of Clients (N=225)</u>
1	52
2	21
3	15
4	9
5 or more	3

The volunteer program was designed to encourage clients to explore a variety of career fields and at the same time get academic credit for the learning gained through these first-hand experiences. Since only one-eighth of a credit could be awarded for each placement, we thought it might take particularly motivated individuals to earn as much as one full credit for their volunteer activities (by completing eight placements for a total of at least 80 hours of volunteer time over at least 40 weeks). We thought, however, that experience-based learning—even in this nonpaid program—would be a very attractive alternative for some of our service-minded, nonacademic students.

We were surprised and disappointed to notice that about one-half of our clients never complete more than one placement and about three-quarters never complete more than two. Thus, most clients are neither getting the opportunity to explore a *variety* of career possibilities nor spending enough time in the community to see what the world of work—or indeed of volunteer service—is really like.

We studied those who had completed four or more placements (27 clients, or 12 percent) and discovered that over two-thirds of them had had initial placements in the Aurora County Mental Health Center. We feel that the nature of the work they were allowed to do—that is, the interaction with people with special needs—might have made the difference.

A center staff member is currently reviewing the volunteer activities in that organization, interviewing volunteers, and observing them at work to determine what makes the activities so successful. We will develop a brochure to use with other agencies and organizations as a result.

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Sample Service 6. Career Trials

Certain clients believe that they learn by doing, that they cannot tell whether they are interested in a career field until they have had actual hands-on experience in it. Other clients believe that seeing is believing and want to confirm or disconfirm their interest in a career field by on-site observations and interviews. If you provide career trials for such clients, here is an example of how that service might be evaluated.

Description of service. Month-long internships are offered in several major professional career fields in which clients have developed a serious interest, but are not yet certain whether to undergo a long period of preparation to enter one. The internships are particularly suitable for clients who have narrowed their interests to two or three fields by using other services offered by the center.

After a comprehensive two-day review of career possibilities in a chosen field, clients spend the remainder of the month in actual work sites where they observe and sample assorted jobs. Internships in medical facilities, for example, include time in hospitals, physicians' offices, medical laboratories, and public health agencies.

Collecting information. Clients can maintain a journal of their experiences by making notes on separate pages about what they have seen, heard, and done, respectively, in each work site. The journals are an essential part of the learning experience, an important record for the client, and an ideal way of collecting evaluation data. A sample of the kinds of information that might be collected is shown in the next column.

Sample List of Data for Career Trials Form

- Client
- Work site
- Number of days spent at site
- Description of work
- Number of workers observed
- Number of workers interviewed
- Hands-on experiences of client
- Client's rating of quality of work
- Client's rating of quality of workers
- Client's interest in career field

The client will complete a journal page immediately following his/her visit to a work site. At the end of the month, the client will submit the completed journal to the staff member who monitors the service, and the client will have an exit interview. Center staff will make a duplicate copy of the journal and return the original journal to the client for future reference when making career decisions. All pertinent data in the journal copy will be transferred to a summary form at the center containing similar data from other clients who have had career trials.

Analyzing and reporting results. Although journals are helpful to center staff in counseling individuals about career choices, summarizing some data across all clients may be the most valid way of evaluating the overall service. The center might be interested in summary data on the average number of days spent at a site, the average number of workers interviewed, and changes in the client's certainty about his/her interest in a particular job or career field. One sample report of a cross-client summary is presented on the opposite page.

EVALUATION

Sample Report

Average Amount of Time Spent in Hands-On Experiences at Sites, By Career Field

<u>Career Field</u>	<u>Time Spent in Hands-On Experiences (%)</u>
Business administration	82
Education	74
Engineering	59
Medicine	51
Architecture	30
Law	19

Some career fields naturally lend themselves better than others to providing hands-on experiences to interested interns. In general, the more education required to enter a field, the fewer hands-on experiences are available to an intern. (Medicine is an exception. More hands-on experiences are available in medicine than in architecture and law because some interns already have technical entry-level skills in medicine. There are not as many comparable skills in architecture and law. Thus, interns in medicine are able to take part in more tasks performed by the workers.)

The radical difference in time spent in hands-on experiences between, say, the extremes of 20 percent for law and 80 percent for business administration undoubtedly give the interns in each field significantly different opportunities to appraise that field as interesting, stimulating, and rewarding. We feel that there is no real substitute for hands-on experiences.

Since some fields are not able to provide much real work for interns, we encourage people who are interested in them to take particular advantage of opportunities to interview workers in depth, both to learn what they do on the job and understand better how their long, serious education and training contribute to their job success.

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Sample Service 7. Job Listings

Helping students get part-time or full-time work while they are enrolled in college is a valuable service many centers provide. These jobs may or may not be related to clients' career interests. Paid employment to defray college expenses is a necessity for many of them, particularly for returning adults. Such a service might be evaluated in the following way.

Description of service. Each month, *Job Notes* contains descriptions of over 200 jobs. Copies are available in the center's reception room, in the student union, and in the main library for interested students to pick up, take home, and study. Each description includes job responsibilities, hours, salary, and qualifications required of the applicant. Descriptions are clustered in sections by type of work (clerical, research, sales, child care, and so on).

When a student finds a job of interest, he/she calls a center staff member, identifies the job by its code number (employers are not listed by name) and is interviewed briefly by telephone. The client passing this initial screening is referred to the employer for an interview. If the client is hired, the employer pays a small fee to help the center cover its *Job Notes* printing and recordkeeping costs.

Collecting information. A cumulative log of client referrals and placements by the center can be kept by staff daily, and summaries can be made weekly, monthly, or as often as desired. Think of the log as columns (such as those in the sample list) in which entries can easily be made.

Sample List of Data for Job Listings Form

- Client
- Employer
- Date of referral
- Date of placement
- Type of work
- Part-time or full-time work
- Salary
- Final status: placed or not placed
- Length of time opening is listed by center

Upon referral, a center staff member will make entries in all the columns dealing with the client, employer, and nature of the work. When the employer subsequently telephones the center to indicate that a client has been hired, the staff member will add the remaining information to the log.

If the employer does not telephone the center, a staff member will call to find out who was employed so that the log can be kept up to date and any fee can be collected.

Analyzing and reporting results. A log format allows the data to be tabulated conveniently, often by simply adding or averaging the entries in a column. In this case, many figures can be produced efficiently each week or month, such as the total number of referrals and subsequent placements, average salary, average length of time the center had the job listing before referral or placement, and so on. On the opposite page is a sample of a report that compares information from such a log with other readily available information.

EVALUATION

Sample Report

Part-Time vs. Full-Time Listings and Placements

	<u>Part-Time Work</u>	<u>Full-Time Work</u>
% of jobs listed	68	32
% of placements	83	17

Fewer than 70 percent of our job listings are for part-time work, but almost 85 percent of our actual placements are in part-time work, which shows that the center is doing a better job of brokering part-time jobs than full-time jobs.

By interviewing a sampling of students who use this service, we discovered that the main reason for our relative success with part-time placements is that most students, even returning adults, are not able to handle both full-time work and their college course loads. Not surprisingly, we also learned that most students who are interested in and/or accept full-time work are taking a very light course load, usually no more than two courses; thus, they have more time available to work.

Since only 20 percent of our student body carries a course load that light (according to recent figures from the registrar) and since many of that 20 percent come to campus already holding full-time jobs, we do not feel there is a demand for us to increase our efforts in trying to solicit interest in the full-time positions which *Job Notes* lists. It is obvious to us that our prime concern should continue to be part-time placements. For this reason, we plan henceforth to emphasize part-time jobs in soliciting listings from employers.

The results of this study have given us a new idea. We are going to try to persuade the employers listed in *Job Notes* to split in half full-time jobs so that they can be filled by two part-time students. In about six months, we will know whether we were successful.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Sample Service 8.

Assessment of Experiential Learning

Receiving college credit for experiential learning has become desirable among more and more adults. Assessment of that learning is a service that centers can help provide for their clients. Evaluating such a service might be done in the following way.

Description of service. One center staff member serves as the link between the clients and the college departments that award credit for experiential learning. The staff member knows each department's requirements for credit and is familiar with the ways each one typically tests previous learning. For example, some departments interview candidates, some give the final exam from the introductory course, some require a paper, some review a portfolio of work, and some administer the College Board's College-Level Examination Program (CLEP) tests.

The center staff member first interviews the client to determine the course(s) for which he/she is seeking credit, then talks with a liaison in the appropriate department. If a professor needs to interview the client, review a portfolio, or discuss an assignment, the client is sent to meet with that professor personally. If a test of some kind is required, the center staff member can often administer it and send the test results along to the department for the final decision about granting credit.

Collecting information. Individual forms can be kept for each client, and all the forms can easily be tabulated to produce aggregate data on the use of the service. Data may include those listed in the next column.

Sample List of Data for Assessment of Experiential Learning Form

- Client
- Date of interview with center staff
- Description of previous learning
- Department asked to grant credit
- Course for which credit is asked
- Date of referral to department
- Date of interview by professor
- Date of test administration
- Status: credit either granted or not granted
- Date of final credit decision

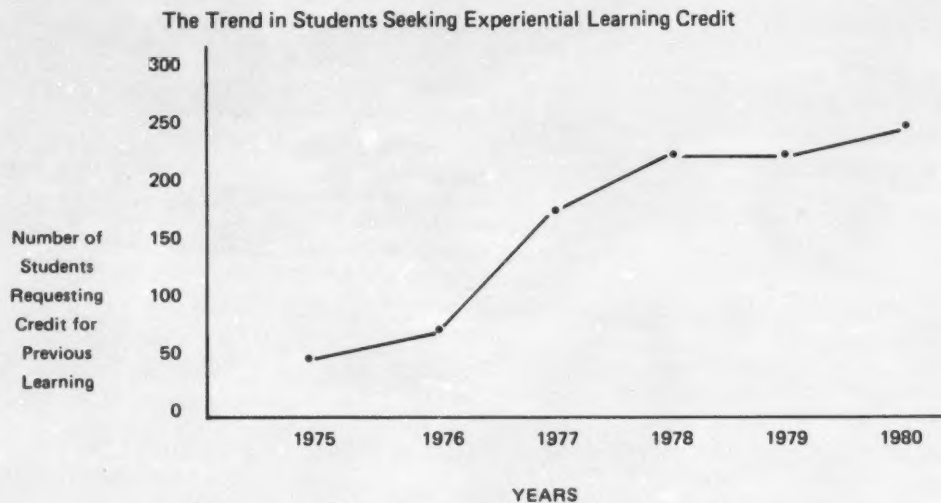
Each client form will be completed by the center staff member, beginning with the initial interview and ending with the final decision to either grant or not grant credit. Individual client files will be kept by the staff member until a credit decision is made; then, the complete file will be given to the client and the registrar will be notified by the center as to what credit has been awarded.

As a means of evaluating the service, the center will keep only a statistical record of the individual cases tallied together.

Analyzing and reporting results. By adding up data from the individual client forms, many statistics might be produced, including the types of previous learning most often offered for credit, the departments most frequently asked to grant credit, the average length of time between the initial center interview and the final credit decision, and the percentage of requests granted. A sample reporting of another interesting statistic is presented on the opposite page.

EVALUATION

Sample Report



As we know from general publicity in the past few years, the number of students seeking and receiving credit for previous learning experiences has been rising dramatically. Our own figures here at CSC confirm that trend, particularly from 1975 to 1978. (Since our enrollment at CSC has stayed about the same, the actual numbers of students shown in the graph can be considered as fractions of our total enrollment.)

Mark Sears, our center staff member in charge of this service, is particularly interested in the leveling off in the number of students requesting credit in the past two years. Mark's hypothesis is that those students who are most aggressive in requesting experiential learning credit have been and are now being reached (about 225 to 250 of our student body) and served well by the center. However, other less competitive and more traditional students who might deserve credit are not seeking it.

First, we are going to do a detailed analysis of the students now receiving credit (by age, by ethnic background, by department to which the request is made, and so forth), and then we will do extra publicity targeted at those identifiable student groups that we are not currently reaching. A special media campaign and information meetings about the service are likely future steps. We think this may persuade some of the more reluctant students to give the service a try.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Sample Service 9. Job Placement

If one of the prime functions of education is to prepare individuals for productive and satisfying work, then job placement of graduates is a logical and critical last step from the world of education into the world of work. Understandably, many centers evaluate job placement by going beyond the data gathered in the normal course of center operations.

Description of service. In addition to the traditional individual counseling of matching clients to the jobs best suited to their interests and abilities, the Adult Career Center provides a separate limited brokering service directed to business employers. In conjunction with the business administration department of Holyoke Community College, the center publishes an annual catalog of the department's graduates and distributes it to the personnel directors of the 75 major businesses in the surrounding three counties.

The catalog contains photographs (optional) of the graduates and accompanying brief descriptions of their educational qualifications and work experience. Graduates are included at their request only and pay a \$15 fee to help cover printing and postage costs. Employers contact the graduates directly about job possibilities.

Collecting information. A brief form sent to the personnel directors who receive the catalog can conveniently provide important information both to the center and to the business administration department at the same time. Some data you might be interested in are listed in the next column.

Two months after catalog distribution, a brief questionnaire will be mailed to the personnel director at each of the 75 businesses. The personnel directors will evaluate the catalog, the business administration

Sample List of Data for Job Placement Form

- Employer
- Date catalog was received
- Number of graduates contacted
- Number of graduates interviewed
- Number of graduates hired
- Positions given graduates hired
- Starting salaries of graduates hired
- Employer's rating of qualifications of graduates interviewed
- Employer's rating of qualifications of graduates in the catalog
- Employer's rating of catalog format
- Employer's rating of usefulness of service

graduates, and the value of the catalog as a link between the graduates and employers. The personnel directors will be asked to return the questionnaire in prepaid envelopes addressed to the center within two weeks.

Copies of the individual forms and a report prepared by center staff are sent to the business administration department and are kept on file at the center as well.

Analyzing and reporting results. The tallied results provide many opportunities for formative and summative evaluations of both the catalog service and the graduates. For example, in considering design improvements, center staff might want to know how attractive the personnel directors felt the catalog was or, in considering whether to continue the service, how many graduates were interviewed. The business administration faculty might want to know how qualified the personnel directors felt the graduates were in general—that is, whether the department is producing graduates who are ready for the marketplace. A sample report of interest to both the center and the department follows.

EVALUATION

Sample Report

Average Employer Ratings of Graduates' Qualifications

Compared to Other Candidates, HCC Graduates Are:

<i>Characteristic</i>	<i>Much Worse</i>	<i>Worse</i>	<i>About the Same</i>	<i>Better</i>	<i>Much Better</i>
Theoretical business background				X	
Entry-level business skills					X
Verbal skills			X		
Numerical skills			X		
Attitude toward work			X		

The typical personnel director feels that Holyoke Community College graduates have had better training in business theory and especially in entry-level skills than the other job candidates he/she usually interviews. These ratings mean that the business administration department is doing a good job—and better than most other training institutions—of turning out graduates who know how to think about business as well as perform basic job tasks.

On the other hand, our graduates are no better than others in terms of their work attitudes and basic verbal and numerical skills. We feel that our center can deal most directly with the first problem: attitudes toward work. In cooperation with the business administration faculty, we will be providing some exercises which professors can use in their classes to help orient students to the values and habits of a profit-making enterprise. In addition, we are asking that the professors suggest that their students attend our informal mini-course, *Keeping a Job Once You Get It*, given Wednesday mornings by our staff.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Sample Service 10. Faculty Development

Convincing the faculties of both two- and four-year colleges that they can and should provide their students with career information and guidance services is a slow yet potentially worthwhile process. Faculty development can be conducted and evaluated by center staffs in many different ways. One such method is illustrated below.

Description of service. A series of seminars is planned by center staff for most of the major academic departments at City College each fall. Four professionals from fields associated with each department are invited to speak at the seminars (held every other Thursday afternoon) about their current work, their college preparation, and the trends they predict for the future of their respective fields. To cite two examples, last year a noted research geneticist addressed the physical sciences department, and the director of the city's philharmonic spoke to the music department.

Students and faculty are urged to attend because the center staff believes the students' interest in the seminars will persuade the faculty that career information can be a significant and vital contribution to a liberal education.

Collecting information. The center staff can use a simple form to record both quantitative and qualitative data about the seminars. Some ideas about what to record are given in the next column.

Sample List of Data for Faculty Development Form

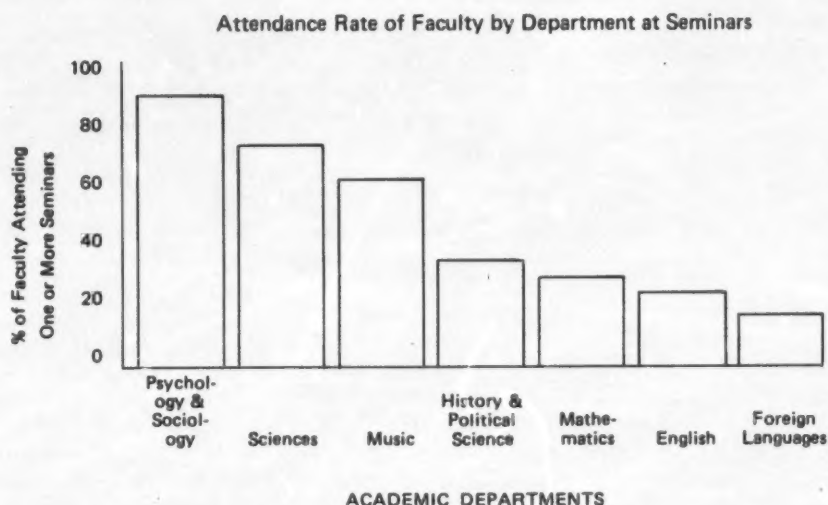
- Academic department
- Date of seminar
- Length of seminar
- Speaker
- Faculty attendance
- Student attendance
- Staff's rating of audience interest
- Staff's rating of audience-speaker interaction
- Staff's rating of speaker's effectiveness

One of the center staff members will attend each seminar to record the faculty and student attendance and to evaluate the effectiveness of the seminar. Faculty and staff will not be asked to complete individual evaluation forms because center staff feel it detracts from the professional atmosphere of the seminar. Center staff, however, will evaluate each speaker and his/her presentation so they can decide whether to repeat a specific seminar and, more generally, whether the seminars are a high quality faculty development strategy.

Analyzing and reporting results. Quantitative data on attendance and qualitative data on seminar effectiveness can be easily tabulated and summarized. For example, individual speakers can be ranked to determine which ones were most knowledgeable, interesting, organized, or charismatic. Data can also be tabulated and analyzed by the academic departments, thus producing the sample report on the opposite page.

EVALUATION

Sample Report



While we were pleased to see that there was some faculty participation in the seminars program from each of the departments last fall, it is clear that we were much more successful with some departments than with others. Almost all the psychology and sociology professors and well over one-half of the physical sciences and music professors attended a seminar. On the other hand, fewer than one-third of the history, political science, and mathematics professors and only a handful from the English and foreign languages departments attended.

Although the ratings given by our staff to the speakers and their presentations differed by department, those differences do not match and thus do not account for the differences in faculty attendance rates (English and mathematics seminars received the highest ratings, for example).

We believe that the departments that participated most actively are those which traditionally apply their subjects to the real world—and even the real working world—most easily. Thus, those professors are more inclined to include career information and guidance in their instruction and are more interested in hearing what the seminar speakers have to say. Professors in science emphasize that science students act like working scientists in the lab; music professors emphasize that music students act like working musicians in rehearsal halls much of the time.

To increase our impact where it is most needed, we are currently launching a special campaign to motivate the English and foreign language faculties to attend this fall's series by sending them personalized invitations, tacking up attractive posters in the department offices, and making brief presentations at department meetings.

EVALUATING THE CENTER AS A WHOLE

To evaluate the work of the center as a whole, we look at the entire operation of the center over time—say, one or two years—and determine which of the individual services worked best and how the entire set of services worked collectively.

This kind of evaluation has more summative than formative value, partly because the individual service evaluative reports have been written too late for the center to modify services and the center lacked the detailed information necessary to modify the services. The reports evaluating overall center operations will be of less interest to the staff responsible for day-to-day operations and of more interest to outsiders such as governing boards, your administrative superiors, prospective clients, and the public at large.

Inasmuch as no two centers are identical in terms of their sponsoring institution, location, target populations, and kinds of services offered, neither will they use identical ways of evaluating their overall operations. The remainder of this chapter, however, deals with a general approach to using the information gleaned from three sample interviews with every client participating in a service offered at a model adult career center. The interviews take place at three points of time in the term of the service:

1. Entry
2. Exit
3. Follow-up

The examples show only some of the possibilities and are not prescriptions for ways you should handle your unique situations. You may want to collect your data from clients at points other than those suggested here.

Not unlike the 10 typical services evaluated earlier in this chapter, the following points are covered during each interview:

1. *Description of Interview.* Explains why the interview should be held at that time.

2. *Collecting Information.* A list of data to be collected and recorded, and a procedure for doing that.
3. *Analyzing and Reporting Results.* A sample table or chart showing how the data can be analyzed and displayed, followed by a brief set of comments showing how the data can be interpreted.

Sample Interview 1. Entry Interview

The typical adult career center interviews new clients to help them select appropriate services. Such interviews are a natural and ongoing aspect of center operations and can yield several kinds of evaluation data. First, they can yield descriptions of clients. In turn these descriptions can be used to evaluate the effects of the center's earlier recruiting efforts in reaching different kinds of clients and the effects of the center's later services in satisfying needs of different kinds of clients. Second, they reflect clients' initial perceptions of the center, show how these perceptions change as clients use the services, and indicate how clients cope with their career circumstances upon leaving the center. Here is an example of how an entry interview can be used for evaluation purposes.

Description of interview. The center receptionist, clerk, or aid is responsible for holding brief entry interviews with all clients who are new to the center. The interviewing is done either through initial telephone conversations when potential clients call for appointments to visit the center or, more frequently, through face-to-face conversations at the front desk when the new client arrives for the first time.

Collecting information. A short questionnaire, to be completed by each client, can be created to collect essential entry data. On the opposite page are some samples of the data you might want to collect.

EVALUATION

Sample Data for Entry Interviews

- Registration date
- Client
- Address
- Telephone number
- Personal characteristics, e.g., marital status, number of dependents*
- Work history and current status
- Income level
- Level of education and current schooling
- Educational/career goals
- Personal objectives in using center
- Preferred procedures in using center
- Source of client's knowledge of center

*Preprinted on form

A member of the professional staff should use the completed questionnaire to recommend services for the client. Thereafter, the questionnaire should be kept in the center files so that various kinds of data can be drawn from it for other evalua-

tions. Some of those evaluations will use data from the entry interview questionnaire exclusively whereas others will use data from that questionnaire in combination with other data collected by the center to make evaluations.

Analyzing and reporting results. Every center must find out what kinds of clients it is attracting and how the composition of the client group changes over time. Making a monthly summary of data from the Entry Interview Form can yield a simple but revealing table showing how both the types and numbers of clients are shifting over time. The sample report below tabulates the numbers of clients of various types registering with the center each month. (Similar tables might use percentages rather than numbers.)

The Entry Interview Form contains many other kinds of data. In order to make even more insightful evaluation reports, some of those data can be used alone to make tables like the one on page 136; and some can be combined with information collected at other points during clients' progress through the center or after they leave the center.

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Sample Report

Type of Client	Type and Number of Clients								
	Month of Registration								
	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
Men	13	7	8	16	23	41	30	56	49
Women	81	35	47	104	96	111	82	88	92
Under 30	3	5	3	7	11	0	6	14	9
31-45	47	20	31	58	64	40	71	83	64
46-65	44	16	21	55	40	112	32	47	65
Over 65	0	1	0	0	4	0	1	0	3
Minority	3	11	5	8	8	13	16	11	19
Majority	91	31	50	112	111	139	94	133	122

The table shows several trends of great interest. Each of the trends is noted briefly below.

1. Setting aside the usual summer decline in the number of new registrants entering the center, there has been an upward growth in the number of clients using our services.
2. The number of women using the center continues to exceed the number of men; but, following the decision we made last summer, we have made considerable progress in creating a better balance. You will note that the proportion of men to women began to increase in October, just after we launched our special campaign beginning in September. Clearly, it is working—and, working well.
3. Except for month-to-month shifts in the numbers of new registrants aged 31-45 and 46-65, there has been little change over the past eight or nine months. That is, our attempts to reach adults under 30 and over 65 have had no appreciable effect. The staff will make further plans for improving our outreach attempts.
4. Despite intensive efforts, we have made no improvement in our ability to attract minorities to the center. Again, the staff is giving continuing attention to this problem. Evidently, we need a whole new way of recruiting minorities.

EVALUATION

Sample Interview 2. Exit Interview

Some centers conduct exit interviews with their clients to determine strengths and areas of needed improvement in center operations. While an exit interview and a follow-up interview (discussed in the next section) have similar objectives, the former focuses on assessing a client's impressions of the center's effectiveness immediately upon termination whereas the latter does so months or years following termination—that is, after a former client has had a chance to test the center's services in the crucible of actual experience.

In an open-entry, open-exit center where clients use services repeatedly and come and go at will, there may be no clear way of telling that a client has actually finished using the center and is ready to exit permanently. However, if there is a certain event signaling that a client has finished with your services, you will be interested in the following example of how exit interviews can be used for summative evaluation.

Description of interview. Exit interviews are conducted by the center staff at the time clients decide to terminate their use of the center. They are conducted face-to-face or by telephone, at the convenience of the client. An exit interview may take about 20 minutes, depending on how many questions you ask and how expansive the client chooses to be.

The purpose of the exit interview is to determine what impact the center has had on the client and to get the client's ratings of the center's services.

Collecting information. A brief, intensive guide can be prepared to collect exit data from each client. A sample list of the kind of information it might contain is given in the next column.

Sample List of Data for Exit Interview Form

- Client
- Exit date
- Services used by client
- Frequency of use
- Impact on client's knowledge
- Impact on client's attitudes
- Impact on client's behavior
- Client's ratings of center services
- Client's ratings of center staff
- Client's ratings of center administrative procedures
- Client's recommendations for improving center

The completed interview guides should be kept in the center's permanent files. The original questionnaires can be important sources of data for later analyses as well as for immediate analyses.

Analyzing and reporting results. There are many possibilities for analyzing the data from exit interviews. It is often desirable to analyze the data according to clients' personal characteristics to see what kinds of clients the center is serving well and perhaps not so well. The same applies to breaking down exit interview data according to clients' job histories and educational backgrounds.

Whether such breakdowns are used or not, exit interview results can be tabulated and organized to show what impact the center has had on clients' knowledge, attitudes, or behavior; to display clients' satisfaction with center services, staff, and procedures; and to list clients' recommendations for improving the center. Such data can be displayed in tables like the one shown in the sample report on pages 138-139.

Sample Report

Clients' Recommendations for Improving the Center*

- Establish the center in a convenient place for students.
- Find some way to give students credit for experiential learning.
- Advertise the center to potential users.
- Keep the center open at night and on weekends.
- Make use of community resources.

These recommendations should be viewed in context. As we have reported elsewhere, the center has proved effective for most clients. You will recall that 90 percent said that we have helped them meet their personal objectives. And, you will remember that our clients gave generally good ratings for our services, staff, and administrative procedures—especially, the staff.

We have reported previously that our location at the edge of the campus is not ideal. Our clients mentioned this problem more often than any other in their recommendations. Although outside funding agencies have often questioned the merits of locating the center anywhere on campus, our clients have very clear opinions about the advantages of being there. The clients recommend a more central location for us. As you know, the parking lots are on one side of the campus and we are on the other. This means a long walk, often in bad weather—a walk students said they found inconvenient and sometimes did not bother to make. We continue to believe that we should be located in the administration complex near the admissions office, registrar, and academic counselors.

Our clients want more assistance in ways to get academic credit for life experiences. Although we have begun minimal efforts in this area with the use of the College-Level Examination Program (CLEP) exams, we know we can do better. I have been in touch with the Center for Assessment of Experiential Learning, and they are sending me a set of materials on other ways to assess student learning. Also, I will be meeting with other center directors next month, and I will check to see what they are doing.

Our clients complain that it is hard to find out about us and that many of their friends fail to use our services because we rely, to a large extent, on word of mouth and university publications as the primary means for advertising the center to the community at large. The clients recommended additional techniques such as radio announcements, newspaper announcements, bulletin board notices, and staff visits to freshman classes. Some of these forms of advertising are expensive and exceed our current budget; others are time consuming and exceed our present staff capacity. However, we realize that we must do better and are giving careful thought to how we should proceed, given our limited time and budget.

According to some of our clients (chiefly those who work full-time), the major problem with regard to scheduling is that it is impossible to be on campus during our operating hours. We are open from 9 a.m. to 5 p.m. Monday through Friday. To accommodate such students, however, we are going to run a three-month experiment, during which our hours will be noon to 7 p.m., Monday through Friday, and 10 a.m. to 3 p.m. on Saturday. This will not require any change in our budget and should bring our services within reach of an entirely new group of clients.

*These five recommendations are made most often by students in answer to the open-ended question: "How can the center be improved?"

(continued)

EVALUATION

Sample Report (continued)

Finally, a number of clients want us to make better use of the community. Their suggestions fell into two groups: 1) putting them into contact with nearby employers so that they can learn more about job opportunities in our area, and 2) giving them more information about social service organizations—public and private—that might be able to assist them with personal and economic problems. In response, we are considering sponsoring employer seminars, but we would prefer to do that in conjunction with the academic and occupational faculty so that they can share the responsibility. (We think that such contacts with employers would be good for the faculty as well.) We have already begun to compile a list of nearby day-care centers, family health clinics, and manpower training programs. We are also calling clients' attention to the help available from the Legal Aid Society.

Sample Interview 3. Follow-up Interview

Although follow-up studies are not a normal part of most adult career center operations, they are a powerful evaluation technique and a number of centers have used them for that reason. Here is an example of how you might do the same.

Description of interview. The university has begun to question the effectiveness of the center in increasing campus enrollment; the faculty knows little and cares less about the center's influence on their students; and, the federal agencies supporting the center's special work with displaced homemakers has asked for evidence that we are making a difference in the lives of that group. Information collected from exit interviews cannot fully address these problems.

Consequently, the staff has prepared a plan to collect, analyze, and report the effects of the center on former clients through a follow-up study. The plan was developed with advice from faculty in the sociology and the educational psychology departments of the School of Education.

Collecting information. An interview guide can be prepared and administered to former clients following termination. A sample list of the information you might collect is shown in the next column.

Sample List of Data for Follow-up Interview Form

- Client
- Educational activities since entering center
- Job activities since entering center
- Future education plans
- Future personal plans
- Relation of past activities and future plans to center services

Center staff can conduct brief telephone interviews (approximately 20 minutes in duration, depending on questions asked and client's willingness to talk) to gather the data listed above. Since it is difficult to locate clients once they have left the center, a representative sample of former clients can be contacted.

The follow-up study can be conducted as a "rolling" activity—by which a staff member telephones on the six-month anniversary of termination. Such telephone calls made during a one-month period can produce a satisfactory report of the center's impact on client behavior. (Using a period of less than six months has the advantage of reaching clients with fresher memories but the disadvantage that they may not yet have had enough time to activate their plans—vice versa for using a period of more than six months.)

ADULT ACCESS TO EDUCATION AND NEW CAREERS

Analyzing and reporting results. As in exit interviews, the data from follow-up interviews can be organized according to the personal characteristics, job histories, and educational backgrounds of clients. Analyzing and reporting results is especially important if the center serves diverse populations, because the center may not be equally effective with all.

Furthermore, data collected from clients during entry and exit interviews can be compared with that collected during follow-up interviews to see how the clients have changed as a result of center services. For example,

information on a client's plans for next steps can be compared to see whether they became firmer and more realistic as a result of using the center.

Tables and charts of follow-up information can show what clients are actually doing now that they have left the center, and the extent to which they credit center services for their current activities.

The sample report shown below deals explicitly with displaced homemakers. It is only one of the many reports which you can create for a target population.

Sample Report

Post-Service Action or Interaction	
<u>Type of Action</u>	<u>% of Clients (N=104)</u>
Now working	26
Now in education or training	44
Now working and in education or training	16
Not now working or in education or training	14

In examining the table above, it is important to keep in mind that (as shown in another table) over 75 percent of the clients we followed up said that what they are doing now had been influenced by information, advice, and counseling they received from the center. Thus the data shown in the table above should be interpreted as resulting largely from the center's services to these displaced homemakers.

Close to 85 percent—the vast majority of displaced homemakers who were former clients—had taken constructive steps toward a new future as a result of using the center. About half decided to pursue further education or training. Careful analysis of the data showed that their decision included applying to schools (primarily four-year institutions), enrolling in specific courses or degree programs, and deciding to complete a course of study they had already begun before becoming homemakers.

About one out of every four of the displaced homemakers decided to begin working immediately, using skills they had already developed, rather than pursuing further education at this time. When we talked with them, they were in various stages of accomplishing that. Some had decided what field to enter but had not yet applied for a specific job; others had already filed their applications; still others had started work.

(continued)

EVALUATION

Sample Report (continued)

A few clients (16 percent) had decided to work and simultaneously acquire further educational training. This is a very demanding combination of activities, especially for displaced homemakers, many of whom must continue to carry out their family responsibilities while working and going to school. Little wonder that only 16 percent of them could cope with such demands.

As the table shows, 14 percent of those we followed up had taken no specific action in the six months since leaving the center. The reasons they gave for not taking action included these: not enough time, decided to stay home, did not think there were enough jobs available, and could not afford to go back to school. A further analysis showed that the inactives were not as well educated as the actives. We concluded that a lack of schooling contributed to a lack of confidence and prevented many of these homemakers from venturing into the world of work or the world of higher education. On the basis of this information, we are planning necessary center improvements to meet the needs of this segment of the displaced homemaker target population. We intend to provide more intense counseling on a one-to-one basis, which will be supplemented by assertiveness training, job-locating skills workshops, and workshops on matching personal interests to educational opportunities.

The follow-up findings contain several implications for the center's relationships with the university. About half of the displaced homemakers who did take steps to further their education and training did so with our university. This should help us immensely in assuring the continued commitment of the university administrators and board of trustees to support the work of our center. We are now carefully profiling the types of clients who have returned to the university and are preparing a special report for the deans describing the populations who are seeking specific instruction and their purposes for doing so. This special report should be useful in convincing the faculty that our work has some relevance to their programs.